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ABSTRACT

This study was a two-dimensional research design to determine vocational interests of Grade 10 Fayette County students. In an experimental group of 42 Cooperative Occupational Experience (COE) students from four schools, only the Ohio Vocational Interest Survey (OVIS) was used to measure student vocational interests. In a control group of 39 non-COE students, three instruments were used to gather data. To determine the relationship between vocational interests and student variables, to analyze the effect on the COE classes by pre- and post-testing, and to examine to what extent available vocational courses matched student interests, data were summarized or analyzed statistically and presented in 43 tables. After discussion of the results, it was recommended that the OVIS be used to guide these service-oriented students, that career exploration be encouraged, and that student variables be studied further in relationship to vocational interests. Although the Lexington area offers adequate vocational preparation programs, high interest in some fields indicates possibilities for additional innovative training programs. (AG)

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VOCATIONAL INTERESTS OF DISADVANTAGED COOPERATIVE OCCUPATIONAL EXPERIENCE STUDENTS

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Kentucky Research Coordinating Unit
for Vocational Education
College of Education
University of Kentucky
Lexington

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I. INTRODUCTION

Planners of vocational education programs are often affected by a lack of information in two important areas. One area is information about the occupational or manpower needs of the community. The other area is that of information about the particular interests of the student population. This study was directed toward the second area. The purpose of the study was to ascertain the vocational interests of disadvantaged students in the Fayette County Public Schools. The project was focused on the problem of identifying student interests as well as several related problems.

Other Problems

Problems were identified which were closely related to the problem of determining student interests. A need was felt for collecting certain types of data about students. It was anticipated that an analysis of base-line data relative to expressed interests might give some clues as to the relationship between vocational interests and other student variables.

Another problem which presented itself was that of the congruence of vocational interests areas with opportunities for students to explore these areas. In other words, were there sufficient vocational program offerings to allow students to pursue their interests?

In the Fayette County high schools, a program called Cooperative Occupational Experience (COE) is operated.

The COE program was designed to permit certain socio-economically, academically, or otherwise disadvantaged students to work on a job in the community during part of the school day and attend required classes for the remainder of the day. The objectives set up for the COE program were as follows:

1. To offer these students an opportunity to achieve success in school.
2. To provide opportunities for exploration of their own occupational interests and aptitudes.

3. To give students help and guidance in planning realistically for the future.

4. To provide experiences that will help students prepare themselves to obtain and hold a worthwhile job.

5. To provide an opportunity to contribute to society.

6. To develop positive attitudes toward community and self.

7. To improve basic academic skills.

8. To improve social skills - appearance, manners, speech, and social participation.

A screening committee within each school was used in selecting all students in the program. The following criteria were used as general guidelines:

1. Students possessed an intelligence quotient score between 75-90. (Students who qualify for special education classes were not normally placed into this program).

2. Student had achievement scores two (2) years below normal grade level in reading and general achievement.

3. Student had demonstrated little, if any, interest in school as indicated by grades, attendance, or attitude.

4. Student had demonstrated a need for individual instruction.

5. School had parent's consent.

6. Student had indicated a willingness to participate in the program.

Students selected for the program attended special occupational orientation classes at their schools and they gained occupational work experiences from part-time jobs during part of the school day. One teacher from each school conducted the occupational orientation classes and acted as coordinator for the work experience phase.

The effect of the COE program on vocational interest patterns was considered a major point for investigation. Students in the COE program and non-COE students were utilized in the study so that the effect of the COE experience on student interests could be determined.

Objectives of the Study

The overall objective of this project was to determine the vocational interests of students in the Fayette County Public Schools so that this information could be used for purposes of counseling and program planning. In order to achieve the overall objective and to solve related problems, five specific objectives were spelled out:

Specific Objectives:

1. Identify the vocational interests of students by administering the Ohio Vocational Interest Survey (OVIS).
2. Develop appropriate instruments and collect base-line data on each student.
3. Examine the vocational course offerings in the Lexington area to determine to what extent those course offerings matched student interests.
4. Analyze the effect of the COE classes using the OVIS instrument in a pre-post test situation.
5. Determine the relationship between vocational interests and various student variables.

Related Research

Several research projects have been carried out which have implications for projects concerned with determining the vocational interests of students.

Brandt and Hood(2) did a longitudinal study to determine how well the Strong Vocational Interest Blank predicted the current occupations of students. They found that the SVIB did a "good" job in predicting occupations. They also suggested that it is valuable to use a personality inventory in conjunction with an interest inventory in educational and vocational counseling.

Campbell(3) has also completed a 10-year longitudinal study of students who were tested for vocational interests with the SVIB. His conclusions were consistent with those of Brandt and Hood. Campbell also found that students who scored high on various scales were following occupations consistent with their indicated interests.

Madaus and O'Hara(4) found that career choice tends to crystallize during the high school years. This implies the importance of giving occupational orientation courses early in the secondary program.

Zytowski(6) tested the relationship of equivalent scales on three interest inventories, the Strong Vocational Interest Bland (SVIB), the Kuder Occupational Interest Survey (OIS), and the Minnesota Vocational Interest Inventory (MVII). He found that there was no strong correlation among the three on equivalent scales. He concluded that the three were testing for different things on the scales. He concluded that it is probably best, for the sake of consistency, to choose one interest inventory to be used with all students.

Blake(1) studied the differences between indicated interests obtained from picture form inventories as opposed to verbal form. He found that there was no significant differences in the reliability of the two forms.

Winefordner(5), one of the developers of the Ohio Vocational Interest Survey (OVIS), has found a need for schools to establish a system to tie occupational information and job opportunities to student interests, aptitudes, course selection, and curriculum planning. He proposes that the use of the OVIS instrument, with its dependence upon the Dictionary of Occupational Titles, will provide the basis for such a system.

These studies indicate that the vocational interests of students can be determined with a relatively high degree of accuracy. The use of the OVIS instrument, coupled with other information, was considered a viable approach to determining student interests and relating them to various student variables.

Project Management

A project committee was formed to make decisions concerning the conduct of the study. The activities of the committee were as follows:

1. Finalization of the proposal.
2. Development of the profile sheet.

4. Establishment of a schedule of events.

5. Conducting the data collection.

6. Monitoring of the progress of the project.

The project committee consisted of the following persons:

High School Personnel:

-Mrs. Patricia Fraim, Counselor, Bryan Station High School
-Mr. Jim Hancock, Counselor, Lafayette High School
-Mr. Barry Jordon, COE Teacher, Tates Creek High School
-Mrs. Julie Martin, COE Teacher, Bryan Station High School
-Mrs. Maxine Partee, COE Teacher, Henry Clay High School
-Mrs. Elaine Prewitt, COE Teacher, Henry Clay High School
-Mrs. Pat Walters, Counselor, Tates Creek High School
-Mrs. Hilda Woods, Counselor, Henry Clay High School

Fayette County Public Schools Central Office Personnel:

-Mr. Ed Murphy, Instructional Supervisor
-Mr. Clarence Musgrave, Director, Guidance Services
-Mr. Robert Oliver, Coordinator of Testing Services
-Mr. Carl Spivey, Head, Division of Research

Research Coordinating Unit Personnel:

-Dr. Steven J. Gyuro, Research Associate
-Dr. Clayton P. Omvig, Director
-Mr. Edward G. Thomas, Research Assistant

II. PROCEDURES

Design

The research design was two-dimensional. One dimension was a survey design, the other an experimental design.

In the survey design, information about the students was collected. A series of instruments were designed to collect information about students. Some information was taken from existing school records, and other information was provided by teachers and students. From the information gathered with the instruments, profile sheets were developed for each student.

In the experimental dimension, the focus was on what effect the COE program had on student's interests. The vocational interests of the students were initially measued by administering the OVIS instrument in a pre-post test situation. The experimental design dimension can be shown graphically as follows:

E	T_1	X	T_3
C	T_2		T_4

The experimental group (E) completed the OVIS instrument (T_1) near the beginning of the COE experience. They then participated in the COE program (X). They were again tested near the end of the experience (T_3). The control group (C) was tested with OVIS on the same dates as the experimental group (T_2 and T_4).

Population and Sample

The population of the study was disadvantaged 10th grade students in four Fayette County high schools. The schools involved were Bryan Station High School, Henry Clay High School, Lafayette High School, and Tates Creek High School. The criteria for classifying students as disadvantaged were the same as those used for selecting students to particupate in the COE program.

Within each of the four schools, two sample groups were chosen. One sample group was chosen from those students who were enrolled in COE classes. The COE

teacher in each school chose, at random, six students from the morning section and six students from the afternoon section. The COE students made up the experimental group for some phases of the study.

The other sample group, the control group, was chosen by a counselor in each school. Students in the control group were chosen at random from among those classified as disadvantaged but who were not enrolled in COE classes. There were 12 students from each school in the control group. The total sample at the start of the study was 96 students.

Fifteen students left the various schools during the year. Therefore, the final number of students studied was 81. There were distributed in the schools as follows:

School	Group	
	Control	Experimental
Bryan Station	7	10
Henry Clay	11	10
Lafayette	10	10
Tates Creek	11	12
Totals	39	42

Instruments

In the survey dimension of the study, three instruments were used. The first instrument was completed by the counselor in each school, supplying information from existing records. This instrument can be found in Appendix I.

The second instrument was distributed to the cooperating teachers in each school. The information for this instrument was gathered from the students directly. This instrument can be found in Appendix II.

The third instrument was a teacher rating form. This instrument was distributed to all teachers of each student. This instrument was an attempt to get at each student's attitude, ability, and classroom behavior pattern. This

instrument can be found in Appendix III.

In the experimental dimension of the study, only one instrument was used. That was the Ohio Vocational Interest Survey (OVIS). OVIS, published by Harcourt, Brace, and Jovanovich, Inc., is a new instrument. It was developed at Ohio State University in 1969, and came on the market in 1970. The instrument is easy to administer, but rather long, taking roughly 60 to 90 minutes to complete. In this study, those who administered the instrument were encouraged to read it to the students in an unemotional tone so that reading disabilities would not interfere with the completion of the instrument by those students with reading problems.

The OVIS is divided into 24 interest scales which represent the entire spectrum of occupations defined in the 1965 edition of the Dictionary of Occupational Titles (DOT). The DOT defines data, people, and things as the essential elements in any job. The OVIS takes a similar approach. It is compatible with major occupational information and guidance tools such as the General Aptitude Test Battery, DOT, and the Occupational Outlook Handbook.

The 24 interest scales used by the OVIS instrument are defined as follows:

1. Manual Work (001) Unskilled use of tools and routine work usually done by hand.

2. Machine Work (002) Operating and adjusting machines used in processing or manufacturing.

3. Personal Services (010) Providing routine service for people as a waiter, waitress, usher, household worker, etc.

4. Caring for People or Animals (011) Routine work related to the day-to-day needs of people or animals.

5. Clerical Work (100) Typing, recording, filing, IBM key punching, and other clerical or stenographic work.

6. Inspecting and Testing (101) Sorting, measuring, or checking products and materials; inspecting public facilities.

7. Crafts and Precise Operations (102) Skilled use of tools or other equipment as in the building trades, machine installation and repair, or the operation of trains, planes, or ships.

8. Customer Services (110) Conducting business relations with people as in retail selling, accepting reservations, receiving payments, or providing information.

9. Nursing and Related Technical Services (111) Providing services as a nurse, physical therapist, X-ray or medical laboratory technician, or dental hygienist.

10. Skilled Personal Services (112) Providing skilled services to people such as tailoring, cooking, barbering, or hairdressing.

11. Training (120) Instructing people in employment or leisure-time activities. Also includes animal training.

12. Literary (200) Writing novels, poetry, reviews, speeches or technical reports; editing, or translating.

13. Numerical (200) Using mathematics as in accounting, finance, data processing, or statistics.

14. Appraisal (201) Determining the efficiency of industrial plants and businesses, evaluating real estate, surveying land, or conducting chemical or other laboratory interests.

15. Agriculture (202) Farming, forestry, landscaping, or the related fields of botany and zoology.

16. Applied Technology (202) Application of engineering principles and scientific knowledge to the design of structures and machines.

17. Promotion and Communication (210) Advertising, publicity, radio announcing, journalism, news information service, interviewing, recruiting; also providing legal services as a judge or lawyer.

18. Managment and Supervision (210) Administrative or supervisory positions, such as a shop foreman, supervisor, school administrator, police or fire chief, head librarian, executive, hotel manager or union official. Includes owning or managing a store or business.

19. Artistic (212) Interior decorating, display work, photography, commercial and creative art work, or artistic restoration.

20. Sales Representative (212) Demonstrating and providing technical explanations of products or services to customers, selling and installing such products or services, and providing related technical assistance.

21. Music (220) Composing, arranging, conducting, singing, or playing instruments.

22. Entertainment and Performing Arts (220) Entertaining others by participating in dramatics, dancing, comedy routines, or acrobatics.

23. Teaching, Counseling, and Social Work (220) Providing instruction or other services to schools, colleges, churches, clinics, or welfare agencies. Includes instruction in art, music, ballet, or athletics.

24. Medical (222) Providing medical surgical, or related services for the treatment of people or animals.

Analyses

Various techniques were employed to analyze the data in this study. For Objective 1, the analysis technique was simply to determine what the vocational interests of the students were as measured by the OVIS instrument. For Objective 2, the analysis consisted of a summation of the base line data collected from students, teachers, and counselors.

Objective 3 concerned whether vocational course offerings in the Lexington area matched those areas of student interests which were indicated. Information about available vocational education courses, in both private and public institutions, was analyzed relative to the areas of highest interest indicated by students.

To determine what effect the COE class had on student interests, three statistical techniques were employed. One was an analysis of covariance, using the pretest OVIS scores as a covariate. The technique is designed to control for initial group differences in determining whether significant changes occurred.

The second statistical technique used was the Spearman Rank Order Coefficient of Correlation (Spearman Rho). This technique is designed to determine how two variables, in rank order, are correlated. In this study the pretest means for each of the 24 OVIS variables were ranked and matched with post-test means of the 24 OVIS variables. The correlation coefficient was then computed in order to determine to what degree pre-post test scores were correlated in terms of their rank order from high to low total group interest.

Finally, t-tests were used to determine if significant changes occurred from pretest to post-test in either group or whether the groups were significantly different on the pretest or post-test. The t-test is designed to test for differences between the means of two groups.

The relationship between vocational interests and various student variables

was to be determined for Objective 5. The analysis of variance (ANOVA) technique was employed. ANOVA is designed to test the differences between the means of two or more groups. Using selected student variables, as dependent variables, the 48 OVIS pretest and post-test scores were used as independent variables. The F values which this test yields were analyzed to determine what possible relationship might exist between student variables and vocational interests.

III. FINDINGS

The findings of the study will be presented in five sections, each section corresponding to one of the five objectives outlined earlier.

Objective I

The vocational interests of the students can be illustrated by listing the OVIS interest scales in descending order of interest as determined by the post-test scores. For the students in the COE classes, vocational interests were ranked as indicated in Table 1.

TABLE 1. VOCATIONAL INTERESTS OF COE STUDENTS (N=42)

Interest Scale	Mean	Rank
Caring for People or Animals	32.76	1.0
Customer Services	32.17	2.5
Teaching, Counseling, and Social Work	32.17	2.5
Clerical Work	32.02	4.0
Training	31.26	5.0
Management and Supervision	31.10	6.5
Artistic	31.10	6.5
Music	30.74	8.0
Nursing and Related Technical Services	30.38	9.0
Entertainment and Performing Arts	30.17	10.0
Skilled Personal Services	30.00	11.0
Personal Services	29.07	12.0
Numerical	28.38	13.0
Literary	28.00	14.0
Medical	27.93	15.0
Sales Representative	27.88	16.0
Promotion and Communication	27.74	17.00

Table 1 Continued

Interest Scale	Mean	Rank
Appraisal	27.36	18.5
Applied Technology	27.36	18.5
Inspecting and Testing	26.57	20.0
Machine Work	25.79	21.0
Crafts and Precise Operations	25.62	22.0
Agriculture	24.62	23.0
Manual Work	23.69	24.0

The students who were not enrolled in the COE classes indicated that their vocational interests were as summarized in Table 2.

TABLE 2 - VOCATIONAL INTERESTS OF NON-COE STUDENTS (N=39)

Interest Scale	Mean	Rank
Caring for People or Animals	35.90	1.0
Nursing and Related Technical Services	34.05	2.0
Teaching, Counseling, and Social Work	33.79	3.0
Training	33.15	4.0
Customer Services	32.41	5.0
Skilled Personal Services	31.64	6.0
Music	31.36	7.0
Artistic	31.28	8.0
Management and Supervision	31.00	9.5
Medical	31.00	9.5
Entertainment and Performing Arts	30.67	11.0
Clerical Work	29.38	12.0
Sales Representative	29.08	13.0

Table 2 Continued

Interest Scale	Mean	Rank
Promotion and Communication	28.79	14.0
Personal Services	28.69	15.0
Crafts and Precise Operations	28.33	16.0
Inspecting and Testing	28.18	17.0
Literary	27.62	18.0
Numerical	27.46	19.0
Applied Technology	27.08	20.0
Appraisal	26.77	21.0
Machine Work	26.69	22.0
Agriculture	26.31	23.0
Manual Work	25.15	24.0

Objective 2

A profile on each student was developed. An example of one these profile sheets may be examined in Appendix IV. Student names are confidential. However, counselors at the various schools will be able to identify the students from their respective schools.

As a part of the OVIS testing, students were asked to indicate the following:

Occupational Plans

Best Liked Subjects

High School Program

Post-High School Plans

Interest in Vocational Education

Vocational Program Choice

The results from these items were summarized by school attended, sex, and total group. The results are in Tables 3-20.

TABLE 3 - OCCUPATIONAL PLANS OF BRYAN STATION STUDENTS - BY SEX

	MALES				FEMALES				TOTALS			
	1st. Choice		2nd. Choice		1st. Choice		2nd. Choice		1st. Choice		2nd. Choice	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Manual Work	0	0	0	0	0	0	0	0	0	0	0	0
2. Machine Work	0	0	0	0	0	0	0	0	0	0	0	0
3. Personal Service	0	0	0	0	0	0	1	11	0	0	1	5
4. Care People-Anim.	0	0	0	0	2	22	2	22	2	11	2	11
5. Clerical Work	0	0	0	0	5	55	0	0	5	29	0	0
6. Inspect-Testing	0	0	0	0	0	0	0	0	0	0	0	0
7. Crafts	0	0	3	37	0	0	0	0	0	0	3	17
8. Customer Service	1	12	0	0	0	0	1	11	1	5	1	5
9. Nursing	0	0	0	0	0	0	1	11	0	0	1	5
10. Skilled Per. Serv.	0	0	1	12	0	0	0	0	0	0	1	5
11. Training	1	12	1	12	0	0	0	0	1	5	1	5
12. Literary	0	0	0	0	0	0	1	11	0	0	1	5
13. Numerical	1	12	0	0	0	0	0	0	1	5	0	0
14. Appraisal	0	0	0	0	0	0	0	0	0	0	0	0
15. Agriculture	0	0	0	0	0	0	0	0	0	0	0	0
16. Applied Tech.	0	0	0	0	0	0	0	0	0	0	0	0
17. Promotion-Comm.	0	0	0	0	0	0	0	0	0	0	0	0
18. Management	0	0	2	25	0	0	0	0	0	0	2	11
19. Artistic	2	25	0	0	0	0	0	0	2	11	0	0
20. Sales Represent.	0	0	0	0	0	0	0	0	0	0	0	0
21. Music	0	0	0	0	0	0	0	0	0	0	0	0
22. Entertainment	1	12	0	0	0	0	0	0	1	5	0	0
23. Teach-Coun.-Soc.W.	1	12	1	12	1	11	3	33	2	11	4	23
24. Medical	1	12	0	0	1	11	0	0	2	11	0	0
Omits	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	8		8		9		9		17		17	

TABLE 4 - OCCUPATIONAL PLANS OF HENRY CLAY STUDENTS - BY SEX

	MALES				FEMALES				TOTALS			
	1st. Choice		2nd. Choice		1st. Choice		2nd. Choice		1st. Choice		2nd. Choice	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Manual Work	0	0	0	0	0	0	0	0	0	0	0	0
2. Machine Work	1	10	0	0	0	0	0	0	1	4	0	0
3. Personal Service	0	0	0	0	0	0	1	9	0	0	1	4
4. Care People-Anim.	0	0	0	0	1	9	1	9	1	4	1	4
5. Clerical Work	0	0	0	0	1	9	2	18	1	4	2	9
6. Inspect-Testing	0	0	0	0	0	0	0	0	0	0	0	0
7. Crafts	3	30	3	30	0	0	0	0	3	14	3	14
8. Customer Service	0	0	0	0	1	9	1	9	1	4	1	4
9. Nursing	0	0	0	0	3	27	0	0	3	14	0	0
10. Skilled Per. Serv.	0	0	0	0	0	0	0	0	0	0	0	0
11. Training	1	10	1	10	0	0	2	18	1	4	3	14
12. Literary	0	0	0	0	0	0	1	9	0	0	1	4
13. Numerical	0	0	0	0	0	0	0	0	0	0	0	0
14. Appraisal	0	0	0	0	0	0	0	0	0	0	0	0
15. Agriculture	0	0	0	0	0	0	0	0	0	0	0	0
16. Applied Tech.	1	10	1	10	0	0	0	0	1	4	1	4
17. Promotion-Comm.	0	0	0	0	0	0	0	0	0	0	0	0
18. Management	1	10	0	0	0	0	0	0	1	4	0	0
19. Artistic	0	0	0	0	1	9	0	0	1	4	0	0
20. Sales Represent.	0	0	0	0	0	0	1	9	0	0	1	4
21. Music	1	10	1	10	2	18	0	0	3	14	1	4
22. Entertainment	1	10	1	10	0	0	0	0	1	4	1	4
23. Teach-Coun.-Soc.W.	1	10	2	20	1	9	0	0	2	9	2	9
24. Medical	0	0	0	0	1	9	1	9	1	4	1	4
Omits	0	0	0	0	1	9	1	9	1	4	1	4
TOTALS	10		10		11		11		21		21	

TABLE 5 - OCCUPATIONAL PLANS OF LAFAYETTE STUDENTS - BY SEX

	MALES				FEMALES				TOTALS			
	1st. Choice		2nd. Choice		1st. Choice		2nd. Choice		1st. Choice		2nd. Choice	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Manual Work	0	0	0	0	0	0	0	0	0	0	0	0
2. Machine Work	0	0	1	9	0	0	0	0	0	0	1	5
3. Personal Service	0	0	1	9	0	0	1	11	0	0	2	10
4. Care People-Anim.	2	18	0	0	4	44	0	0	6	30	0	0
5. Clerical Work	0	0	0	0	1	11	0	0	1	5	0	0
6. Inspect-Testing	0	0	0	0	0	0	0	0	0	0	0	0
7. Crafts	2	18	4	36	0	0	0	0	2	10	4	20
8. Customer Service	1	9	0	0	0	0	4	44	1	5	4	20
9. Nursing	1	9	0	0	1	11	0	0	2	10	0	0
10. Skilled Per. Serv.	0	0	0	0	1	11	1	11	1	5	1	5
11. Training	0	0	0	0	0	0	0	0	0	0	0	0
12. Literary	0	0	0	0	0	0	1	11	0	0	1	5
13. Numerical	1	9	0	0	0	0	0	0	1	5	0	0
14. Appraisal	0	0	0	0	0	0	0	0	0	0	0	0
15. Agriculture	0	0	0	0	0	0	0	0	0	0	0	0
16. Applied Tech.	1	9	0	0	0	0	0	0	1	5	0	0
17. Promotion-Comm.	0	0	0	0	0	0	0	0	0	0	0	0
18. Management	1	9	1	9	0	0	0	0	1	5	1	5
19. Artistic	0	0	1	9	0	0	0	0	0	0	1	5
20. Sales Represent.	0	0	1	9	0	0	0	0	0	0	1	5
21. Music	0	0	1	9	0	0	0	0	0	0	1	5
22. Entertainment	0	0	0	0	0	0	1	11	0	0	1	5
23. Teach-Coun.-Soc.W.	1	9	0	0	0	0	0	0	1	5	0	0
24. Medical	1	9	0	0	2	22	0	0	3	15	0	0
Omits	0	0	1	9	0	0	1	11	0	0	2	10
TOTALS	11		11		9		9		20		20	

TABLE 6 - OCCUPATIONAL PLANS OF TATES CREEK STUDENTS - BY SEX

	MALES				FEMALES				TOTALS			
	1st. Choice		2nd. Choice		1st. Choice		2nd. Choice		1st. Choice		2nd. Choice	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Manual Work	1	6	1	6	0	0	0	0	1	4	1	4
2. Machine Work	1	6	0	0	0	0	0	0	1	4	0	0
3. Personal Service	1	6	2	13	0	0	0	0	1	4	2	8
4. Care People-Anim.	0	0	1	6	2	25	1	12	2	8	2	8
5. Clerical Work	1	6	0	0	2	25	3	37	3	13	3	13
6. Inspect-Testing	0	0	0	0	0	0	1	12	0	0	1	4
7. Crafts	2	13	4	26	0	0	0	0	2	8	4	17
8. Customer Service	1	6	0	0	1	12	1	12	2	8	1	4
9. Nursing	0	0	0	0	2	25	1	12	2	8	1	4
10. Skilled Per. Serv.	0	0	1	6	0	0	0	0	0	0	1	4
11. Training	1	6	1	6	0	0	0	0	1	4	1	4
12. Literary	0	0	0	0	0	0	0	0	0	0	0	0
13. Numerical	0	0	0	0	0	0	0	0	0	0	0	0
14. Appraisal	0	0	0	0	0	0	0	0	0	0	0	0
15. Agriculture	0	0	0	0	0	0	0	0	0	0	0	0
16. Applied Tech.	2	13	1	6	0	0	0	0	2	8	1	4
17. Promotion-Comm.	0	0	0	0	0	0	1	12	0	0	1	4
18. Management	0	0	2	13	0	0	0	0	0	0	2	8
19. Artistic	0	0	0	0	0	0	0	0	0	0	0	0
20. Sales Represent.	0	0	0	0	0	0	0	0	0	0	0	0
21. Music	2	13	0	0	0	0	0	0	2	8	0	0
22. Entertainment	1	6	0	0	0	0	0	0	1	4	0	0
23. Teach-Coun.-Soc.W.	2	13	1	6	1	12	0	0	3	13	1	4
24. Medical	0	0	1	6	0	0	0	0	0	0	1	4
Omits	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	15		15		8		8		23		23	

TABLE 7 - OCCUPATIONAL PLANS OF ALL STUDENTS - BY SEX

	MALES				FEMALES				TOTALS			
	1st. Choice		2nd. Choice		1st. Choice		2nd. Choice		1st. Choice		2nd. Choice	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Manual Work	1	2	1	2	0	0	0	0	1	1	1	1
2. Machine Work	2	4	1	2	0	0	0	0	2	2	1	1
3. Personal Service	1	2	3	6	0	0	3	8	1	1	6	7
4. Care People-Anim.	2	4	1	2	9	24	4	10	11	13	5	6
5. Clerical Work	1	2	0	0	9	24	5	13	10	12	5	6
6. Inspect-Testing	0	0	0	0	0	0	1	2	0	0	1	1
7. Crafts	7	15	14	31	0	0	0	0	7	8	14	17
8. Customer Service	3	6	0	0	2	5	7	18	5	6	7	8
9. Nursing	1	2	0	0	6	16	2	5	7	8	2	2
10. Skilled Per. Serv.	0	0	2	4	1	2	1	2	1	1	3	3
11. Training	3	6	3	6	0	0	2	5	3	3	5	6
12. Literary	0	0	0	0	0	0	3	8	0	0	3	3
13. Numerical	2	4	0	0	0	0	0	0	2	2	0	0
14. Appraisal	0	0	0	0	0	0	0	0	0	0	0	0
15. Agriculture	0	0	0	0	0	0	0	0	0	0	0	0
16. Applied Tech.	4	9	2	4	0	0	0	0	4	4	2	2
17. Promotion-Comm.	0	0	0	0	0	0	1	2	0	0	1	1
18. Management	2	4	5	15	0	0	0	0	2	2	5	6
19. Artistic	2	4	1	2	1	2	0	0	3	3	1	1
20. Sales Represent.	0	0	1	2	0	0	1	2	0	0	2	2
21. Music	3	6	2	4	2	5	0	0	5	6	2	2
22. Entertainment	3	6	1	2	0	0	1	2	3	3	2	2
23. Teach-Coun.-Soc.W.	5	11	4	9	3	8	3	8	8	9	7	8
24. Medical	2	4	2	4	3	8	1	2	5	6	3	3
Omits	0	0	1	2	1	2	2	5	1	1	3	3
TOTALS	44		44		37		37		81		81	

TABLE 8 - BEST LIKED SUBJECTS - BRYAN STATION STUDENTS

	Males				Females				Totals			
	1st. Choice		2nd. Choice		1st. Choice		2nd. Choice		1st. Choice		2nd. Choice	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Mathematics	3	37	1	12	4	44	1	11	7	41	2	11
2. English	1	12	1	12	2	22	1	11	3	17	2	11
3. Social Studies	1	12	0	0	3	33	0	0	4	23	0	0
4. Science	0	0	0	0	0	0	0	0	0	0	0	0
5. Foreign Language	0	0	0	0	0	0	0	0	0	0	0	0
6. Music	1	12	1	12	0	0	4	44	1	5	5	29
7. Art	2	25	2	26	0	0	1	11	2	11	3	17
Omits	0	0	0	0	0	0	0	0	0	0	0	0
Totals	8		8		9		9		17		17	

TABLE 9 - BEST LIKED SUBJECTS - HENRY CLAY STUDENTS

	Males				Females				Totals			
	1st. Choice		2nd. Choice		1st. Choice		2nd. Choice		1st. Choice		2nd. Choice	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Mathematics	2	20	0	0	1	9	0	0	3	14	0	0
2. English	2	20	2	20	4	36	3	27	6	28	5	23
3. Social Studies	0	0	0	0	0	0	0	0	0	0	2	9
4. Science	4	40	4	40	3	27	2	18	7	33	6	28
5. Foreign Language	0	0	0	0	0	0	2	18	0	0	2	9
6. Music	2	20	2	20	2	18	1	9	4	19	3	14
7. Art	0	0	2	20	1	9	1	9	1	4	3	14
Omits	0	0	0	0	0	0	0	0	0	0	0	0
Totals	10		10		11		11		21		21	

TABLE 10 - BEST LIKED SUBJECTS - LAFAYETTE STUDENTS

Subject	Males 1st. Choice No.	%	Males 2nd. Choice No.	%	Females 1st. Choice No.	%	Females 2nd. Choice No.	%	Totals 1st. Choice No.	%	Totals 2nd. Choice No.	%
1. Mathematics	5	45	2	18	3	33	2	22	8	40	4	20
2. English	1	9	2	18	4	44	2	22	5	25	4	20
3. Social Studies	2	18	1	9	0	0	2	22	2	10	3	15
4. Science	2	18	1	9	1	11	0	0	3	15	1	5
5. Foreign Language	0	0	0	0	0	0	0	0	0	0	1	5
6. Music	0	0	1	9	0	0	2	22	0	0	3	15
7. Art	1	9	4	36	1	11	0	0	2	10	4	20
Omits	0	0	0	0	0	0	0	0	0	0	0	0
Totals	11		11		9		9		20		20	

TABLE 11 - BEST LIKED SUBJECTS - TATES CREEK STUDENTS

	Males 1st. Choice No.	%	Males 2nd. Choice No.	%	Females 1st. Choice No.	%	Females 2nd. Choice No.	%	Totals 1st. Choice No.	%	Totals 2nd. Choice No.	%
1. Mathematics	6	40	2	13	3	37	0	0	9	39	2	8
2. English	3	20	2	13	2	25	3	37	5	21	5	21
3. Social Studies	3	13	2	13	0	0	2	25	2	8	4	17
4. Science	0	0	3	20	0	0	1	12	0	0	4	17
5. Foreign Language	0	0	1	6	1	12	0	0	1	4	1	4
6. Music	1	6	3	20	1	12	1	12	2	8	4	17
7. Art	3	20	2	13	0	0	0	0	3	13	2	8
Omits	0	0	0	0	1	12	1	12	1	4	1	4
Totals	15		15		8		8		23		23	

TABLE 12 - BEST LIKED SUBJECTS - ALL STUDENTS

Subject	Males 1st. Choice No.	%	Males 2nd. Choice No.	%	Females 1st. Choice No.	%	Females 2nd. Choice No.	%	Totals 1st. Choice No.	%	Totals 2nd. Choice No.	%
1. Mathematics	16	36	5	11	11	29	3	8	27	33	8	9
2. English	7	15	7	15	12	32	9	24	19	23	16	19
3. Social Studies	5	11	3	6	3	8	6	16	8	9	9	11
4. Science	6	13	11	25	4	10	5	13	10	12	16	19
5. Foreign Language	0	0	1	2	1	2	3	8	1	1	4	4
6. Music	4	9	7	15	3	8	8	21	7	8	15	18
7. Art	6	13	10	22	2	5	2	5	8	9	12	14
Omits	0	0	0	0	1	2	1	2	1	1	1	1
Totals	44		44		37		37		81		81	

TABLE 13 - HIGH SCHOOL PROGRAM - BY SCHOOL AND SEX

Program	Bryan Station Male No.	Bryan Station Male %	Bryan Station Female No.	Bryan Station Female %	Henry Clay Male No.	Henry Clay Male %	Henry Clay Female No.	Henry Clay Female %	Lafayette Male No.	Lafayette Male %	Lafayette Female No.	Lafayette Female %	Tates Creek Male No.	Tates Creek Male %	Tates Creek Female No.	Tates Creek Female %	Totals Male No.	Totals Male %	Totals Female No.	Totals Female %	Both No.	Both %
1. College Prep.	2	25	0	0	0	0	1	9	2	18	1	11	2	13	0	0	6	13	2	5	8	9
2. Business-Comm.	0	0	3	33	2	20	3	27	1	9	3	33	1	6	1	2	4	9	10	27	14	17
3. Vocational-Tech.	3	37	1	11	7	70	4	36	5	45	2	22	7	46	4	50	22	50	11	29	33	40
4. General	3	25	1	11	1	10	2	18	1	9	2	22	4	26	2	25	8	18	7	18	15	18
5. Others	1	12	4	44	0	0	1	9	1	9	1	11	1	6	1	12	3	6	7	18	10	12
Omits	0	0	0	0	0	0	0	0	1	9	0	0	0	0	0	0	1	2	0	0	1	1
Totals	8		9		10		11		11		9		15		8		44		37		81	

TABLE 14 - POST-HIGH SCHOOL PLANS - BY SCHOOL AND SEX

	Bryan Station				Henry Clay				Lafayette				Tates Creek				Totals				
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Both
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1. Voc.-Tech. School	1	12	2	22	5	50	2	18	3	27	1	11	2	13	4	50	11	25	9	24	20
2. Business School	0	0	2	22	1	10	1	9	0	0	1	11	1	6	1	12	2	4	5	13	7
3. Nursing School	0	0	0	0	0	0	3	27	0	0	2	22	0	0	2	25	0	0	7	18	7
4. Jr. College, etc.	0	0	1	11	0	0	0	0	1	0	0	0	1	6	1	12	2	4	2	5	4
5. College/University	2	25	2	22	1	10	1	9	2	18	1	11	2	13	0	0	7	15	4	10	11
6. Military	0	0	0	0	1	10	0	0	2	18	0	0	2	13	0	0	5	11	0	0	5
7. Apprenticeship	1	12	0	0	0	0	0	0	1	9	0	0	0	0	0	0	2	4	0	0	2
8. None	0	0	0	0	0	0	0	0	1	9	0	0	1	6	0	0	2	4	0	0	2
9. Undecided	2	25	2	22	2	20	4	36	1	9	4	44	6	40	0	0	11	25	10	27	21
Omits	8	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4	0	0	2
Totals	8		9		10		11		11		9		15		8		44		37		81

TABLE 15 - INTEREST IN VOCATIONAL PROGRAM - BY SCHOOL AND SEX

Program	Bryan Station Male No.	Bryan Station Male %	Bryan Station Female No.	Bryan Station Female %	Henry Clay Male No.	Henry Clay Male %	Henry Clay Female No.	Henry Clay Female %	Lafayette Male No.	Lafayette Male %	Lafayette Female No.	Lafayette Female %	Tates Creek Male No.	Tates Creek Male %	Tates Creek Female No.	Tates Creek Female %	Totals Male No.	Totals Male %	Totals Female No.	Totals Female %	Totals Both No.	Totals Both %
1. Already Enrolled	1	12	0	0	0	0	4	36	2	18	1	11	8	53	5	62	11	25	10	27	21	25
2. Interested	6	75	6	66	9	90	7	63	8	72	7	77	7	46	3	37	30	68	23	62	53	65
3. Not Interested	1	12	2	22	1	10	0	0	1	9	1	11	0	0	0	0	3	6	3	8	6	7
Omits	0	0	1	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	1
Totals	8		9		10		11		11		9		15		8		44		37		81	

TABLE 16 - VOCATIONAL PROGRAM CHOICE OF BRYAN STATION STUDENTS - BY SEX

	MALES				FEMALES				TOTALS			
	1st. Choice		2nd. Choice		1st. Choice		2nd. Choice		1st. Choice		2nd. Choice	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. General Ag.	0	0	0	0	0	0	0	0	0	0	0	0
2. Forestry, etc.	0	0	0	0	0	0	0	0	0	0	0	0
3. Office Practices	0	0	0	0	2	22	1	11	2	11	1	5
4. Secretarial	0	0	0	0	1	11	2	22	1	5	2	11
5. Data Processing	1	12	0	0	0	0	2	22	1	5	2	11
6. Bookkeeping	0	0	0	0	2	22	0	0	2	11	0	0
7. Distributive Ed.	0	0	0	0	0	0	0	0	0	0	0	0
8. Food Services, etc.	1	12	0	0	0	0	1	11	1	5	1	5
9. Practical Nursing	0	0	0	0	3	33	0	0	3	17	0	0
10. Dental Asst., etc.	0	0	0	0	0	0	1	11	0	0	1	5
11. Home Economics	0	0	0	0	0	0	1	11	0	0	1	5
12. Auto Body Repair	2	25	1	12	0	0	0	0	2	11	1	5
13. Mechanics	0	0	1	12	0	0	0	0	0	0	1	5
14. Building Trades	0	0	0	0	0	0	0	0	0	0	0	0
15. Printing, etc.	1	12	1	12	0	0	0	0	1	5	1	5
16. Commercial Art	2	25	0	0	0	0	0	0	2	11	0	0
17. Cosmetology	0	0	0	0	0	0	0	0	0	0	0	0
18. Drafting	0	0	3	37	0	0	0	0	0	0	3	17
19. Machine Shop	0	0	0	0	0	0	0	0	0	0	0	0
20. Sheet Metal, etc.	0	0	1	12	0	0	0	0	0	0	1	5
21. Electronics	0	0	0	0	0	0	0	0	0	0	0	0
22. Appliance Repair	0	0	0	0	0	0	0	0	0	0	0	0
23. Tailoring, etc.	0	0	0	0	0	0	0	0	0	0	0	0
24. Undecided	1	12	0	0	1	11	1	11	1	5	1	5
Omits	0	0	0	0	1	11	1	11	1	5	1	5
TOTALS	8		8		9		9		17		17	

TABLE 17 - VOCATIONAL PROGRAM CHOICE OF HENRY CLAY STUDENTS - BY SEX

		MALES				FEMALES				TOTALS			
		1st. Choice		2nd. Choice		1st. Choice		2nd. Choice		1st. Choice		2nd. Choice	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	General Ag.	0	0	0	0	0	0	0	0	0	0	0	0
2.	Forestry, etc.	0	0	0	0	0	0	0	0	0	0	0	0
3.	Office Practices	0	0	0	0	1	9	1	9	1	4	1	4
4.	Secretarial	0	0	0	0	1	9	2	18	1	4	2	9
5.	Data Processing	1	10	0	0	1	9	0	0	2	9	0	0
6.	Bookkeeping	0	0	0	0	1	9	0	0	1	4	0	0
7.	Distributive Ed.	0	0	0	0	1	9	2	18	1	4	2	0
8.	Food Services, etc.	0	0	0	0	0	0	0	0	0	0	0	0
9.	Practical Nursing	1	10	0	0	3	27	2	18	4	19	2	9
10.	Dental Asst., etc.	0	0	2	20	0	0	2	18	0	0	4	19
11.	Home Economics	0	0	0	0	0	0	0	0	0	0	0	0
12.	Auto Body Repair	2	20	1	10	0	0	0	0	2	9	1	4
13.	Mechanics	1	10	0	0	0	0	0	0	1	4	0	0
14.	Building Trades	0	0	2	20	0	0	0	0	0	0	2	9
15.	Printing, etc.	1	10	0	0	0	0	0	0	1	4	0	0
16.	Commercial Art	0	0	0	0	0	0	1	9	0	0	1	4
17.	Cosmetology	1	10	0	0	1	9	0	0	2	9	0	0
18.	Drafting	2	20	0	0	0	0	0	0	2	9	0	0
19.	Machine Shop	0	0	0	0	0	0	0	0	0	0	0	0
20.	Sheet Metal, etc.	0	0	1	10	0	0	0	0	0	0	1	4
21.	Electronics	1	10	2	20	0	0	0	0	1	4	2	9
22.	Appliance Repair	0	0	0	0	0	0	0	0	0	0	0	0
23.	Tailoring, etc.	0	0	0	0	2	18	0	0	2	9	0	0
24.	Undecided	0	0	2	20	0	0	1	9	0	0	3	14
	Omits	0	0	0	0	0	0	0	0	0	0	0	0
	TOTALS	10		10		11		11		21		21	

TABLE 18 - VOCATIONAL PROGRAM CHOICE OF LAFAYETTE STUDENTS - BY SEX

	MALES				FEMALES				TOTALS			
	1st. Choice		2nd. Choice		1st. Choice		2nd. Choice		1st. Choice		2nd. Choice	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. General Ag.	1	9	0	0	0	0	1	11	1	5	1	5
2. Forestry, etc.	0	0	0	0	0	0	0	0	0	0	0	0
3. Office Practices	0	0	0	0	1	11	0	0	1	5	0	0
4. Secretarial	0	0	0	0	0	0	1	11	0	0	1	5
5. Data Processing	1	9	0	0	0	0	0	0	1	5	0	0
6. Bookkeeping	0	0	0	0	1	11	0	0	1	5	0	0
7. Distributive Ed.	0	0	0	0	3	33	1	11	3	15	1	5
8. Food Services, etc.	1	9	1	9	1	11	0	0	2	10	1	5
9. Practical Nursing	0	0	0	0	2	22	4	44	2	10	4	20
10. Dental Asst., etc.	1	9	0	0	0	0	0	0	1	5	0	0
11. Home Economics	0	0	0	0	0	0	0	0	0	0	0	0
12. Auto Body Repair	0	0	3	27	0	0	0	0	0	0	3	15
13. Mechanics	1	9	0	0	0	0	0	0	1	5	0	0
14. Building Trades	2	18	1	9	0	0	0	0	2	10	1	5
15. Printing, etc.	0	0	0	0	0	0	0	0	0	0	0	0
16. Commercial Art	1	9	2	18	0	0	0	0	1	5	2	10
17. Cosmetology	0	0	0	0	1	11	0	0	1	5	0	0
18. Drafting	0	0	0	0	0	0	0	0	0	0	0	0
19. Machine Shop	2	18	0	0	0	0	0	0	2	10	0	0
20. Sheet Metal, etc.	0	0	1	9	0	0	0	0	0	0	1	5
21. Electronics	0	0	1	9	0	0	0	0	0	0	1	5
22. Appliance Repair	0	0	0	0	0	0	0	0	0	0	0	0
23. Tailoring, etc.	0	0	0	0	0	0	1	11	0	0	1	5
24. Undecided	0	0	1	9	0	0	0	0	0	0	1	5
Omits	1	9	1	9	0	0	1	11	1	5	2	10
TOTALS	11		11		9		9		20		20	

TABLE 19 - VOCATIONAL PROGRAM CHOICE OF TATES CREEK STUDENTS - BY SEX

	MALES				FEMALES				TOTALS			
	1st. Choice		2nd. Choice		1st. Choice		2nd. Choice		1st. Choice		2nd. Choice	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. General Ag.	0	0	0	0	0	0	0	0	0	0	0	0
2. Forestry, etc.	0	0	0	0	0	0	0	0	0	0	0	0
3. Office Practices	0	0	0	0	0	0	0	0	0	0	0	0
4. Secretarial	2	13	0	0	0	0	1	12	2	8	1	4
5. Data Processing	0	0	0	0	1	12	0	0	1	4	0	0
6. Bookkeeping	0	0	0	0	0	0	0	0	0	0	0	0
7. Distributive Ed.	1	6	0	0	0	0	0	0	1	4	0	0
8. Food Services, etc.	0	0	0	0	0	0	0	0	0	0	0	0
9. Practical Nursing	0	0	0	0	4	50	2	25	4	17	2	8
10. Dental Asst., etc.	0	0	0	0	1	12	1	12	1	4	1	4
11. Home Economics	0	0	0	0	0	0	0	0	0	0	0	0
12. Auto Body Repair	4	26	0	0	0	0	0	0	4	17	0	0
13. Mechanics	1	6	2	13	0	0	0	0	1	4	2	8
14. Building Trades	0	0	3	20	0	0	0	0	0	0	3	13
15. Printing, etc.	0	0	0	0	0	0	0	0	0	0	0	0
16. Commercial Art	0	0	1	6	0	0	0	0	0	0	1	4
17. Cosmetology	0	0	0	0	1	12	1	12	1	4	1	4
18. Drafting	0	0	0	0	0	0	0	0	0	0	0	0
19. Machine Shop	0	0	2	13	0	0	0	0	0	0	2	8
20. Sheet Metal, etc.	2	13	0	0	0	0	0	0	2	8	0	0
21. Electronics	1	6	1	6	0	0	0	0	1	4	1	4
22. Appliance Repair	0	0	0	0	0	0	0	0	0	0	0	0
23. Tailoring, etc.	2	13	0	0	0	0	0	0	2	8	0	0
24. Undecided	2	13	6	40	1	12	2	25	3	13	8	34
Omits	0	0	0	0	0	0	1	12	0	0	1	4
TOTALS	15		15		8		8		23		23	

TABLE 20 - VOCATIONAL PROGRAM CHOICE OF ALL STUDENTS - BY SEX

	MALES				FEMALES				TOTALS			
	1st. Choice		2nd. Choice		1st. Choice		2nd. Choice		1st. Choice		2nd. Choice	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. General Ag.	1	2	0	0	0	0	1	2	1	1	1	1
2. Forestry, etc.	0	0	0	0	0	0	0	0	0	0	0	0
3. Office Practices	0	0	0	0	4	10	2	5	4	4	2	2
4. Secretarial	2	4	0	0	2	5	6	16	4	4	6	7
5. Data Processing	3	6	0	0	2	5	2	5	5	6	2	2
6. Bookkeeping	0	0	0	0	4	10	0	0	4	4	0	0
7. Distributive Ed.	1	2	0	0	4	10	3	8	5	6	3	3
8. Food Services, etc.	2	4	1	2	1	2	1	2	3	3	2	2
9. Practical Nursing	1	2	0	0	12	32	8	21	13	16	8	9
10. Dental Asst., etc.	1	2	2	4	1	2	4	10	2	2	6	7
11. Home Economics	0	0	0	0	0	0	1	2	0	0	1	1
12. Auto Body Repair	8	18	5	11	0	0	0	0	8	9	5	6
13. Mechanics	3	6	3	6	0	0	0	0	3	3	3	3
14. Building Trades	2	4	6	13	0	0	0	0	2	2	6	7
15. Printing, etc.	2	4	1	2	0	0	0	0	2	2	1	1
16. Commercial Art	3	6	3	6	0	0	1	2	3	3	4	4
17. Cosmetology	1	2	0	0	3	8	1	2	4	4	1	1
18. Drafting	2	4	3	6	0	0	0	0	2	2	3	3
19. Machine Shop	2	4	2	4	0	0	0	0	2	2	2	2
20. Sheet Metal, etc.	2	4	3	6	0	0	0	0	2	2	3	3
21. Electronics	2	4	4	9	0	0	0	0	2	2	4	4
22. Appliance Repair	0	0	0	0	0	0	0	0	0	0	0	0
23. Tailoring, etc.	2	4	0	0	2	5	1	2	4	4	1	1
24. Undecided	3	6	10	22	2	5	1	2	4	4	1	4
Omits	1	2	1	2	1	2	3	8	2	2	4	4
TOTALS	44		44		37		37		31		81	

Objective 3

Information about the availability of vocational programs in the immediate Lexington area was collected. The findings are presented by type of institution. The relationships between vocational offerings and vocational interests and goals is discussed in Chapter IV.

High Schools. Business and Office Education, Distributive Education, and Home Economics Education programs are offered at all four public high schools. In addition, Agriculture classes are available at two of the schools, Bryan Station and Tates Creek.

Area Vocational Schools. The Central Kentucky Area Vocational School offers the following programs:

- Business and Office Education
  - -General Clerical
  - -Stenographic-Secretarial
- Distributive Education
- Health Occupations Education
- Technical Education
  - -Electronics
- Trade and Industrial Education
  - -Auto Mechianics
  - -Auto Body
  - -Drafting
  - -Sheet Metal
  - -Machine Shop
  - -Radio and TV Repair
  - -Office Machine Repair
  - -Welding
  - -Commercial
  - -Electricity
  - -Graphic Arts
- Apprenticeship Programs
  - -Electricity (I, II, III, IV)
  - -Sheet Metal (I, II, III, IV)
  - -Plumbing and Steamfitting
  - -Machine Shop
  - -Carpentry
  - -Tool and Die

Extension Center. The Fayette County Extension Center offers the following vocational courses:

- Agriculture
  - -Horticulture
- Health Occupations Education
- Trade and Industrial Education
  - -Welding
  - -Machine Shop
  - -Appliance Repair
  - -Auto Mechanics
  - -Electricity
  - -Auto Body
  - -Carpentry

Private Schools. Various privately owned schools offer vocational training in the Lexington area. The type of vocational courses offered are summarized as follows:

Beauty Schools - Four beauty schools offer training in cosmetology.

Business Schools - Two business colleges offer business courses in Lexington. One offers classes in secretarial skills, fashions, merchandising, computer science, and business administration and accounting. The other offers courses in secretarial skills. A third school offers keypunch training.

Nursing School - A school of practical nursing is in operation in Lexington.

Technical Institute - The Lexington Technical Institute, located at the University of Kentucky and a part of the Community College System, offers one and two-year vocational programs. The programs authorized for operation are as follows:

Accounting Technology
Architecture Technology
Data Processing Technology
Engineering Technology
 -Civil
 -Electrical
 -Mechanical
Forest and Wood Technology
Management Technology
Manufacturing Technology
Associate Degree Nursing
Technician
 -Community Medical
 -Dental Laboratory
Medical Technology
 -Physical Therapy
 -Radiologic
 -Renal Dialysis
Respiratory Technician
Secretarial
 -General
 -Legal
 -Medical
Transportation Technology
Vocational Teacher

Objective 4

Objective 4 was designed to ascertain what effect the COE classes had on student's vocational interests. Pretest versus post-test scores were utilized in the analysis. The statistical techniques applied to the data were the t-test, the analysis of covariance, and Spearman's Rank Order Coefficient of Correlation.

T-Tests. Scores on the OVIS pretest were used to examine the differences between the means of the experimental and control groups on each of the 24 scales. The results are presented in Table 21. Scores on the OVIS post-test were also examined relative to the differences between the means of the experimental and control groups on each of the 24 scales. The results are presented in Table 22. The t-test was run on each group using pretest and post-test scores to see if either group had changed interests significantly during the time period. These results are presented in Table 23 and 24.

Spearman Rho. The correlation between pretest and post-test scores for each group was calculated. The results are presented in Tables 25 and 26. The formula used and the computed coefficient of correlation for each group are found at the bottom of the tables.

Analysis of Covariance. The results of the analysis of covariance are presented in Table 27. The technique employed pretest scores as the covariate and tested to determine if significant changes in interests occurred.

TABLE 21 - T-TESTS ON 24 OVIS SCALES (PRETEST) - EXPERIMENTAL VS. CONTROL

Variable	Experimental Group (n=42) (E) Mean	Control Group (n=39) (C) Mean	Two-Tailed Test T-Ratio	T-Probabilities
1. Manual Work	23.24	24.15	-0.52517	.600
2. Machine Work	26.43	24.59	0.77890	.438
3. Personal Service	28.48	28.08	0.20725	.836
4. Care People-Anim.	32.00	35.15	-1.32588	.189
5. Clerical Work	30.24	30.36	-0.05135	.959
6. Inspect-Testing	26.05	26.56	-0.27843	.781
7. Crafts	27.07	25.36	0.81381	.418
8. Customer Service	31.57	31.79	-0.11841	.906
9. Nursing	29.43	33.82	-1.90359	.061
10. Skilled Per. Serv.	29.31	31.10	-0.93077	.355
11. Training	31.83	32.72	-0.52969	.598
12. Literary	27.29	28.38	-0.62659	.533
13. Numerical	30.02	28.15	0.88477	.379
14. Appraisal	26.67	25.77	0.46107	.646
15. Agriculture	21.33	25.72	-2.27134	.026*
16. Applied Tech.	27.50	27.03	0.20737	.836
17. Promotion-Comm.	28.67	29.90	-0.72273	.472
18. Management	31.05	29.31	0.92209	.359
19. Artistic	30.33	32.13	-0.93847	.351
20. Sales Represent.	27.74	28.62	-0.48747	.627
21. Music	28.52	32.79	-2.02586	.046*
22. Entertainment	30.05	31.38	-0.73971	.462
23. Teach.Coun.-Soc. W.	31.76	32.03	-0.12186	.903
24. Medical	26.57	29.33	-1.27940	.205

*Significant at the .05 level or beyond.

TABLE 22 - T-TESTS ON 24 OVIS SCALES (POST-TEST) - EXPERIMENTAL VS. CONTROL

Variable	Experimental Group (n=42) (E) Mean	Control Group (n=39) (C) Mean	Two-Tailed Test T-Ratio	T-Probabilities
1. Manual Work	23.69	25.15	-0.77120	.443
2. Machine Work	25.79	26.69	-0.40642	.686
3. Personal Service	29.07	28.69	0.20193	.840
4. Care People-Anim.	32.76	35.90	-1.58815	.116
5. Clerical Work	32.02	29.38	1.22657	.224
6. Inspect-Testing	26.57	28.18	-0.92712	.357
7. Crafts	25.62	28.33	-1.21350	.229
8. Customer Service	32.17	32.41	-0.12681	.899
9. Nursing	30.36	34.05	-1.75275	.084
10. Skilled Per. Serv.	30.00	31.64	-0.81651	.417
11. Training	31.26	33.15	-1.13394	.260
12. Literary	28.00	27.62	0.19034	.850
13. Numerical	28.38	27.46	0.50089	.618
14. Appraisal	27.36	26.77	0.32647	.745
15. Agriculture	24.62	26.31	-0.86047	.393
16. Applied Tech.	27.36	27.08	0.13721	.891
17. Promotion-Comm.	27.74	28.79	-0.51486	.608
18. Management	31.10	31.00	0.05919	.953
19. Artistic	31.10	31.28	-0.10904	.913
20. Sales Represent.	27.88	29.08	-0.78048	.437
21. Music	30.74	31.36	-0.27771	.782
22. Entertainment	30.17	30.67	-0.23042	.818
23. Teach.Coun.-Soc. W.	32.17	33.79	-0.82529	.412
24. Medical	27.93	31.00	-1.43755	.155

TABLE 23 - T-TESTS ON 24 OVIS SCALES FOR EXPERIMENTAL GROUP-PRETEST VS. POST-TEST

Variable	N=42 Two-Tailed Test Pretest Mean	Post-Test Mean	T-Ratio	T-Probabilities
1. Manual Work	23.24	23.69	-0.27793	.782
2. Machine Work	26.43	25.79	0.44328	.650
3. Personal Service	28.48	29.07	-0.48330	.631
4. Care People-Anim.	32.00	32.76	-0.51536	.609
5. Clerical Work	30.24	32.02	-1.32514	.192
6. Inspect-Testing	26.05	26.57	-0.31813	.752
7. Crafts	27.07	25.62	0.94654	.349
8. Customer Service	31.57	32.17	-0.47049	.640
9. Nursing	29.43	30.36	-0.59452	.555
10. Skilled Per. Serv.	29.31	30.00	-0.56753	.573
11. Training	31.83	31.26	0.50483	.616
12. Literary	27.29	28.00	-0.54848	.586
13. Numerical	30.02	28.38	1.00564	.320
14. Appraisal	26.67	27.36	-0.67819	.501
15. Agriculture	21.33	24.62	-2.41385	.020*
16. Applied Tech.	27.50	27.36	0.11647	.908
17. Promotion-Comm.	28.67	27.74	0.63878	.527
18. Management	31.05	31.10	-0.03261	.974
19. Artistic	30.33	31.10	-0.56480	.575
20. Sales Represent.	27.74	27.88	-0.10040	.921
21. Music	28.52	30.74	-1.57143	.124
22. Entertainment	30.05	30.17	-0.09706	.923
23. Teach-Coun.-Soc. W.	31.76	32.17	-0.28126	.780
24. Medical	26.57	27.93	-0.90933	.368

*Significant at .05 level or beyond.

TABLE 24 - T-TESTS ON 24 OVIS SCALES FOR CONTROL GROUP PRETEST VS. POST-TEST

Variable	Pretest Mean	N=39 Two-Tailed Test Post-Test Mean	T-Ratio	T-Probabilities
1. Manual Work	24.15	25.15	-0.81339	.421
2. Machine Work	24.59	26.69	-1.71574	.094
3. Personal Service	28.08	28.69	-0.59728	.554
4. Care People-Anim.	35.15	35.90	-0.61206	.544
5. Clerical Work	30.36	29.38	0.67886	.501
6. Inspect-Testing	26.56	28.18	-1.22782	.227
7. Crafts	25.36	28.33	-1.82535	.076
8. Customer Service	31.79	32.41	-0.54504	.589
9. Nursing	33.82	34.05	-0.19427	.847
10. Skilled Per. Serv.	31.10	31.64	-0.52726	.601
11. Training	32.72	33.15	-0.45986	.648
12. Literary	28.38	27.62	0.68318	.499
13. Numerical	28.15	27.46	0.57130	.571
14. Appraisal	25.77	26.77	-0.77055	.446
15. Agriculture	25.72	26.31	-0.47911	.635
16. Applied Tech.	27.03	27.08	-0.04706	.963
17. Promotion-Comm.	29.90	28.79	-.84193	.405
18. Management	29.31	31.00	-1.28855	.205
19. Artistic	32.13	31.28	0.83413	.409
20. Sales Represent.	28.62	29.08	-0.39208	.697
21. Music	32.79	31.36	1.24052	.222
22. Entertainment	31.38	30.67	0.56279	.577
23. Teach-Coun.-Soc. W.	32.03	33.79	-0.99148	.328
24. Medical	29.33	31.00	-1.50701	.140

TABLE 25 - SPEARMAN RANK ORDER COEFFICIENT OF CORRELATION BETWEEN PRETEST AND POST-TEST SCORES - EXPERIMENTAL GROUP

Variable	Pretest Rank	Post-Test Rank	Difference	Square of Difference
1. Manual Work	23	24	+1	1
2. Machine Work	21	21	0	0
3. Personal Service	14	12	-2	4
4. Care People-Anim.	1	1	-3	0
5. Clerical Work	7	4	-3	9
6. Inspect-Testing	22	20	-2	4
7. Crafts	18	22	-4	16
8. Customer Service	4	2.5	-1.5	2.25
9. Nursing	10	9	-1	1
10. Skilled Per. Serv.	11	11	0	0
11. Training	2	5	+3	9
12. Literary	17	14	-3	9
13. Numerical	9	13	+4	16
14. Appraisal	19	18.5	- .5	.25
15. Agriculture	24	23	-1	1
16. Applied Tech.	16	18.5	+2.5	6.25
17. Promotion-Comm.	12	18.5	+2.5	6.25
18. Management	5	6.5	+1.5	2.25
19. Artistic	6	6.5	+ .5	.25
20. Sales Represent.	15	16	+1	1
21. Music	13	8	-5	25
22. Entertainment	8	10	+2	4
23. Teach-Coun.-Soc. W.	3	2.5	- .5	.25
24. Medical	20	15	-5	25

$$r_s = 1 - \frac{6z\ D^2}{N(N^2-1)} \qquad N = 24 \qquad Z\ D^2 = 161.50$$

$$r_s = .92978$$

TABLE 26 - SPEARMAN RANK ORDER COEFFICIENT OF CORRELATION BETWEEN PRETEST AND POST-TEST SCORES - CONTROL GROUP

Variable	Pretest Rank	Post-Test	Difference	Square of Difference
1. Manual Work	24	24	0	0
2. Machine Work	23	22	-1	1
3. Personal Service	17	15	-2	4
4. Care People-Anim.	1	1	0	0
5. Clerical Work	10	12	+2	4
6. Inspect.-Testing	19	17	-2	4
7. Crafts	22	16	-6	36
8. Customer Service	7	5	-2	4
9. Nursing	2	2	0	0
10. Skilled Per. Serv.	9	6	-3	9
11. Training	4	4	0	0
12. Literary	15	18	+3	9
13. Numerical	16	19	+3	9
14. Appraisal	20	21	+1	1
15. Agriculture	21	23	+2	4
16. Applied Tech.	18	20	+2	4
17. Promotion-Comm.	11	14	+3	9
18. Management	13	9.5	-3.5	12.25
19. Artistic	5	8	+3	9
20. Sales Represent.	14	13	-1	1
21. Music	3	7	+4	16
22. Entertainment	8	11	+3	9
23. Teach.-Coun.-Soc. E.	6	3	-3	9
24. Medical	12	9.5	-2.5	6.25

$r_s = 1 - \frac{6 \; Z \; D^2}{N \; (N^2 - 1)}$ N=24 Z D^2 = 160.50

r_s .93022

TABLE 27 - ANALYSIS OF COVARIANCE - EXPERIMENTAL GROUP (N=42) VS. CONTROL GROUP (N=39)

Variable	(E) Mean Pretest	(E) Mean Post-Test	(C) Mean Pretest	(C) Mean Post-Test	F Value	Probability
1. Manual Work	23.24	23.69	24.15	25.15	.38289	.538
2. Machine Work	26.43	25.79	24.59	26.69	1.43656	.234
3. Personal Service	28.48	29.07	28.08	28.69	.00808	.929
4. Care People-Anim.	32.00	32.76	35.15	35.90	.91977	.341
5. Clerical Work	30.24	32.02	30.36	29.38	2.55168	.114
6. Inspect-Testing	26.05	26.57	26.56	28.18	.77138	.383
7. Crafts	27.07	25.62	25.36	28.33	3.20542	.077
8. Customer Service	31.57	32.17	31.79	32.41	.00481	.945
9. Nursing	29.43	30.36	33.82	34.05	.59547	.443
10. Skilled Per. Serv.	29.31	30.00	31.10	31.64	.06599	.798
11. Training	31.83	31.26	32.72	33.15	1.02549	.314
12. Literary	27.29	28.00	28.38	27.62	.46543	.497
13. Numerical	30.02	28.38	28.15	27.46	.01266	.911
14. Appraisal	26.67	27.36	25.77	26.77	.00260	.960
15. Agriculture	21.33	24.62	25.72	26.31	.17478	.677
16. Applied Tech.	27.50	27.36	27.03	27.08	.00246	.988
17. Promotion-Comm.	28.67	27.74	29.90	28.79	.04025	.842
18. Management	31.05	31.10	29.31	31.00	.09043	.764
19. Artistic	30.33	31.10	32.13	31.28	.24844	.620
20. Sales Represent.	27.74	27.88	28.62	29.08	.40676	.526
21. Music	28.52	20.74	32.79	31.36	1.67932	.199
22. Entertainment	30.05	30.17	31.38	30.67	.08126	.776
23. Teach.-Coun.-Soc.W.	31.76	32.17	32.03	33.79	.70730	.403
24. Medical	26.57	27.93	29.33	31.00	.65645	.420

None of the F-values were significant at the .05 level of significance.

Objective 5

Objective 5 was designed to test the relationship between selected student variables and vocational interest as indicated by the OVIS. The analysis of variance technique was used in conjunction with eight student variables and the 48 OVIS scale scores (pretest plus post-test) for both groups. The student variables used were school attended, sex, race, holding or having held a part-time job, family income, father's occupation, mother's occupation, and whether the student lived in a rural or urban area. The results are contained in Tables 28-43.

TABLE 28 - ANALYSIS OF VARIANCE - RELATIONSHIP OF SCHOOL ATTENDED TO VOCATIONAL INTERESTS ON PRETEST (EXPERIMENTAL VS. CONTROL GROUP) (N=81)

Variable	Overall Mean	F Value	Prob. of F
Manual Work	23.68	.558	.648
Machine Work	25.54	.369	.779
Personal Services	28.28	1.407	.246
Caring for People or Animals	33.52	1.107	.352
Clerical Work	30.30	.124	.945
Inspecting and Testing	26.30	.908	.557
Crafts and Precise Operations	26.25	.451	.721
Customer Services	31.68	.839	.521
Nursing and Related Tech. Serv.	31.54	.183	.908
Skilled Personal Services	30.17	1.369	.258
Training	32.26	.514	.678
Literary	27.81	.512	.680
Numerical	29.12	.552	.652
Appraisal	26.23	.320	.813
Agriculture	23.44	2.035	.115
Applied Technology	27.27	.325	.810
Promotion and Communication	29.26	.865	.534
Management and Supervision	30.21	.885	.545
Artistic	31.20	1.108	.351
Sales Representative	28.16	1.429	.240
Music	30.58	.950	.577
Entertainment and Performing Arts	30.69	1.046	.378
Teaching, Counseling and Social W.	31.89	1.204	.314
Medical	27.90	.135	.938

TABLE 29 - ANALYSIS OF VARIANCE - RELATIONSHIP OF SCHOOL ATTENDED TO VOCATIONAL INTERESTS ON POST-TEST (EXPERIMENTAL VS. CONTROL GROUP) (N=81)

Variable	Overall Mean	F Value	Prob. of F
Manual Work	24.40	.470	.708
Machine Work	26.22	1.110	.351
Personal Services	28.89	.971	.588
Caring for People or Animals	34.22	.272	.847
Clerical Work	30.75	1.157	.332
Inspecting and Testing	27.35	.989	.596
Crafts and Precise Operations	26.93	.932	.569
Customer Services	32.28	.471	.708
Nursing and Related Tech. Serv.	32.14	.225	.879
Skilled Personal Services	30.79	.355	.789
Training	32.17	.280	.841
Literary	27.81	.874	.539
Numerical	27.94	1.867	.141
Appraisal	27.07	.166	.918
Agriculture	25.43	.057	.981
Applied Technology	27.22	.424	.740
Promotion and Communication	28.25	.216	.885
Management and Supervision	31.05	.172	.915
Artistic	31.19	.857	.530
Sales Representative	28.46	.694	.562
Music	31.04	.525	.671
Entertainment and Performing Arts	30.41	.443	.727
Teaching, Counseling and Social W.	32.95	.330	.806
Medical	29.41	.371	.777

TABLE 30 - ANALYSIS OF VARIANCE - RELATIONSHIP OF SEX TO VOCATIONAL INTERESTS ON PRETEST (EXPERIMENTAL VS. CONTROL GROUP) (N=81)

Variable	Overall Mean	F Value	Prob. of F	
Manual Work	24.22	5.628	.019	*
Machine Work	25.73	57.345	.000	*
Personal Services	28.75	2.683	.102	
Caring for People or Animals	34.17	31.335	.000	*
Clerical Work	30.90	25.382	.000	*
Inspecting and Testing	26.81	1.075	.304	
Crafts and Precise Operations	26.09	22.398	.000	*
Customer Services	32.00	9.161	.004	*
Nursing and Related Tech. Serv.	31.33	15.690	.000	*
Skilled Personal Services	30.74	10.617	.002	*
Training	32.52	3.248	.072	
Literary	28.42	.771	.613	
Numerical	29.19	1.611	.205	
Appraisal	26.22	16.006	.000	*
Agriculture	23.75	1.757	.186	
Applied Technology	27.15	32.834	.000	*
Promotion and Communication	29.32	.241	.630	
Management and Supervision	29.91	.023	.874	
Artistic	31.24	3.321	.069	
Sales Representative	28.19	1.320	.253	
Music	30.66	.070	.788	
Entertainment and Performing Arts	30.63	1.870	.172	
Teaching, Counseling and Social W.	31.75	.041	.835	
Medical	27.84	.249	.625	

*Significant at .05 level.

TABLE 31 - ANALYSIS OF VARIANCE - RELATIONSHIP OF SEX TO VOCATIONAL INTERESTS ON POST-TEST (EXPERIMENTAL VS. CONTROL GROUP) (N=81)

Variable	Overall Mean	F Value	Prob. of F	
Manual Work	24.09	9.603	.003	*
Machine Work	25.85	48.902	.000	*
Personal Services	28.91	4.887	.028	*
Caring for People or Animals	33.95	18.611	.000	*
Clerical Work	31.20	12.595	.001	*
Inspecting and Testing	27.19	3.135	.077	
Crafts and Precise Operations	26.89	25.916	.000	*
Customer Services	32.09	5.386	.022	*
Nursing and Related Tech. Serv.	31.94	8.109	.006	*
Skilled Personal Services	30.57	4.066	.044	*
Training	31.84	2.591	.108	
Literary	28.25	.131	.719	
Numerical	28.30	2.683	.101	
Appraisal	27.23	15.321	.000	*
Agriculture	25.12	8.210	.006	*
Applied Technology	27.94	12.805	.001	*
Promotion and Communication	28.81	.150	.701	
Management and Supervision	31.22	4.014	.046	*
Artistic	31.99	1.322	.252	
Sales Representative	28.53	5.197	.024	*
Music	30.80	1.939	.164	
Entertainment and Performing Arts	30.74	.015	.897	
Teaching, Counseling and Social W.	33.46	1.343	.249	
Medical	30.21	.565	.539	

*Significant at .05 level.

TABLE 32 - ANALYSIS OF VARIANCE - RELATIONSHIP OF RACE TO VOCATIONAL INTERESTS ON PRETEST (EXPERIMENTAL VS. CONTROL GROUP) (N=81)

Variable	Overall Mean	F Value	Prob. of F	
Manual Work	24.10	20.173	.000	*
Machine Work	25.60	4.228	.018	*
Personal Services	28.71	8.222	.000	*
Caring for People or Animals	34.18	10.960	.000	*
Clerical Work	30.91	7.735	.001	*
Inspecting and Testing	26.74	14.959	.000	*
Crafts and Precise Operations	25.95	1.158	.320	
Customer Services	31.95	3.075	.050	*
Nursing and Related Tech. Serv.	31.30	1.811	.169	
Skilled Personal Services	30.74	10.729	.000	*
Training	32.43	7.762	.001	*
Literary	28.33	18.218	.001	*
Numerical	29.11	.102	.903	
Appraisal	26.08	1.221	.300	
Agriculture	23.61	6.874	.002	*
Applied Technology	27.01	.507	.610	
Promotion and Communication	29.25	.056	.945	
Management and Supervision	29.83	5.723	.005	*
Artistic	31.09	.539	.528	
Sales Representative	28.10	.028	.861	
Music	30.54	1.436	.233	
Entertainment and Performing Arts	30.61	4.303	.017	*
Teaching, Counseling and Social W.	31.69	1.321	.272	
Medical	27.76	1.859	.161	

*Significant at .05 level.

TABLE 33 - ANALYSIS OF VARIANCE - RELATIONSHIP OF RACE TO VOCATIONAL INTERESTS ON POST-TEST (EXPERIMENTAL VS. CONTROL GROUP)(N=81)

Variable	Overall Mean	F Value	Prob. of F	
Manual Work	24.05	1.079	.346	
Machine Work	25.73	.891	.583	
Personal Services	28.89	2.482	.088	
Caring for People or Animals	33.95	2.218	.114	
Clerical Work	31.23	2.696	.072	
Inspecting and Testing	27.10	1.194	.309	
Crafts and Precise Operations	26.81	.054	.947	
Customer Services	32.04	2.393	.096	
Nursing and Related Tech. Serv.	31.94	2.953	.057	
Skilled Personal Services	30.58	1.996	.141	
Training	31.79	3.708	.028	*
Literary	28.20	3.231	.044	*
Numerical	28.24	1.237	.296	
Appraisal	27.14	.357	.706	
Agriculture	25.01	.696	.506	
Applied Technology	27.78	.563	.577	
Promotion and Communication	28.78	1.234	.296	
Management and Supervision	31.19	4.086	.020	*
Artistic	31.85	2.533	.084	
Sales Representative	28.49	1.416	.248	
Music	30.75	2.954	.057	
Entertainment and Performing Arts	30.75	3.995	.022	*
Teaching, Counseling and Social W.	33.48	2.475	.089	
Medical	30.18	1.720	.184	

*Significant at .05 level.

TABLE 34 - ANALYSIS OF VARIANCE - RELATIONSHIP OF JOB TO VOCATIONAL INTERESTS ON PRETEST (EXPERIMENTAL VS. CONTROL GROUP)(N=81)

Variable	Overall Mean	F Value	Prob. of F	
Manual Work	23.68	.586	.547	
Machine Work	25.54	10.006	.003	*
Personal Services	28.28	.271	.611	
Caring for People or Animals	33.52	7.783	.007	*
Clerical Work	30.30	3.558	.060	
Inspecting and Testing	26.30	1.292	.258	
Crafts and Precise Operations	26.25	8.209	.006	*
Customer Services	31.68	.181	.675	
Nursing and Related Tech. Serv.	31.54	.307	.588	
Skilled Personal Services	30.17	.877	.646	
Training	32.26	1.078	.303	
Literary	27.81	.007	.931	
Numerical	29.12	1.722	.190	
Appraisal	26.23	5.720	.018	*
Agriculture	23.44	.956	.668	
Applied Technology	27.27	7.415	.008	*
Promotion and Communication	29.26	.705	.592	
Management and Supervision	30.21	1.340	.249	
Artistic	31.20	.020	.883	
Sales Representative	28.16	.505	.514	
Music	30.58	.042	.833	
Entertainment and Performing Arts	30.69	.000	.990	
Teaching, Counseling and Social W.	31.89	.638	.568	
Medical	27.90	.646	.570	

*Significant at .05 level.

TABLE 35 - ANALYSIS OF VARIANCE - RELATIONSHIP OF JOB TO VOCATIONAL INTERESTS ON POST-TEST (EXPERIMENTAL VS. CONTROL GROUP)(N=81)

Variable	Overall Mean	F Value	Prob. of F	
Manual Work	24.40	.460	.507	
Machine Work	26.22	2.096	.148	
Personal Services	28.89	.003	.952	
Caring for People or Animals	34.27	4.177	.042	*
Clerical Work	30.75	.216	.648	
Inspecting and Testing	27.35	.296	.594	
Crafts and Precise Operations	26.93	.142	.709	
Customer Services	32.28	1.320	.253	
Nursing and Related Tech. Serv.	32.14	.173	.682	
Skilled Personal Services	30.79	.010	.920	
Training	32.17	.006	.938	
Literary	27.81	.000	.995	
Numerical	27.94	.704	.591	
Appraisal	27.07	2.514	.113	
Agriculture	25.43	.103	.748	
Applied Technology	27.22	3.892	.049	*
Promotion and Communication	28.25	.017	.893	
Management and Supervision	31.05	.798	.622	
Artistic	31.19	.001	.976	
Sales Representative	28.46	.185	.672	
Music	31.04	.014	.901	
Entertainment and Performing Arts	30.41	.519	.520	
Teaching, Counseling and Social W.	32.95	.681	.583	
Medical	29.41	.087	.773	

*Significant at .05 level.

TABLE 36 - ANALYSIS OF VARIANCE - RELATIONSHIP OF INCOME TO VOCATIONAL INTERESTS ON PRETEST (EXPERIMENTAL VS. CONTROL GROUP)(N=81)

Variable	Overall Mean	F Value	Prob. of F
Manual Work	24.33	1.299	.273
Machine Work	25.88	1.262	.289
Personal Services	28.88	.820	.541
Caring for People or Animals	34.26	.666	.653
Clerical Work	30.85	1.318	.265
Inspecting and Testing	26.96	1.494	.201
Crafts and Precise Operations	26.26	1.153	.340
Customer Services	32.10	.478	.793
Nursing and Related Tech. Serv.	31.51	1.466	.211
Skilled Personal Services	30.76	.525	.759
Training	32.59	1.977	.091
Literary	28.59	1.188	.323
Numerical	29.15	1.403	.232
Appraisal	26.38	2.194	.063
Agriculture	23.88	2.168	.066
Applied Technology	27.30	.621	.687
Promotion and Communication	29.46	.730	.605
Management and Supervision	30.04	1.027	.409
Artistic	31.34	.498	.779
Sales Representative	28.20	1.306	.270
Music	30.76	.535	.751
Entertainment and Performing Arts	30.71	1.026	.410
Teaching, Counseling and Social W.	31.91	1.766	.130
Medical	27.99	.697	.629

TABLE 37 - ANALYSIS OF VARIANCE - RELATIONSHIP OF INCOME TO VOCATIONAL INTERESTS ON POST-TEST (EXPERIMENTAL VS. CONTROL GROUP)(N=81)

Variable	Overall Mean	F Value	Prob. of F
Manual Work	24.10	.486	.788
Machine Work	25.96	.480	.792
Personal Services	28.98	.528	.757
Caring for People or Animals	33.99	1.649	.157
Clerical Work	31.10	.478	.793
Inspecting and Testing	27.29	.168	.972
Crafts and Precise Operations	26.91	1.236	.300
Customer Services	32.10	.681	.642
Nursing and Related Tech. Serv.	32.00	1.679	.149
Skilled Personal Services	30.54	.696	.630
Training	31.95	1.691	.147
Literary	28.33	1.131	.352
Numerical	28.38	1.252	.293
Appraisal	27.35	.543	.745
Agriculture	25.23	.556	.736
Applied Technology	28.08	.616	.690
Promotion and Communication	28.89	1.069	.385
Management and Supervision	31.31	1.357	.250
Artistic	32.09	.989	.569
Sales Representative	28.59	.881	.501
Music	30.83	.517	.764
Entertainment and Performing Arts	30.85	.809	.548
Teaching, Counseling and Social W.	33.60	.881	.500
Medical	30.30	.295	.914

TABLE 38 - ANALYSIS OF VARIANCE - RELATIONSHIP OF FATHER'S OCCUPATION TO VOCATIONAL INTERESTS ON PRETEST (EXPERIMENTAL VS. CONTROL GROUP)(N=81)

Variable	Overall Mean	F Value	Prob. of F
Manual Work	24.35	2.300	.066
Machine Work	25.92	1.785	.140
Personal Services	29.00	1.144	.343
Caring for People or Animals	34.41	.552	.701
Clerical Work	31.16	1.341	.262
Inspecting and Testing	26.99	1.902	.118
Crafts and Precise Operations	26.22	.522	.723
Customer Services	32.23	.659	.625
Nursing and Related Tech. Serv.	31.48	1.450	.225
Skilled Personal Services	30.92	.574	.686
Training	32.76	2.283	.068
Literary	28.66	.762	.555
Numerical	29.48	.727	.579
Appraisal	26.43	1.538	.199
Agriculture	23.86	1.730	.151
Applied Technology	27.35	.742	.569
Promotion and Communication	29.32	.071	.988
Management and Supervision	30.06	.575	.685
Artistic	31.47	.433	.787
Sales Representative	28.44	.391	.816
Music	30.85	.629	.647
Entertainment and Performing Arts	30.75	1.360	.255
Teaching, Counseling and Social W.	31.66	.585	.678
Medical	28.09	.525	.720

TABLE 39 - ANALYSIS OF VARIANCE - RELATIONSHIP OF FATHER'S OCCUPATION TO VOCATIONAL INTERESTS ON POST-TEST (EXPERIMENTAL VS. CONTROL GROUP)(N=81)

Variable	Overall Mean	F Value	Prob. of F
Manual Work	24.08	.613	.658
Machine Work	25.95	.704	.594
Personal Services	28.97	.263	.900
Caring for People or Animals	33.96	.718	.585
Clerical Work	31.24	.814	.522
Inspecting and Testing	27.15	.333	.856
Crafts and Precise Operations	26.99	.106	.858
Customer Services	32.01	.329	.858
Nursing and Related Tech. Serv.	31.95	1.569	.191
Skilled Personal Services	30.76	.312	.870
Training	31.87	1.727	.152
Literary	28.33	1.052	.387
Numerical	28.44	.595	.670
Appraisal	27.28	.052	.992
Agriculture	25.18	.595	.671
Applied Technology	28.10	.219	.925
Promotion and Communication	28.57	.522	.723
Management and Supervision	31.13	1.765	.144
Artistic	32.06	1.306	.275
Sales Representative	28.51	.419	.796
Music	30.77	2.341	.062
Entertainment and Performing Arts	30.82	1.391	.244
Teaching, Counseling and Social W.	33.28	1.022	.402
Medical	30.37	.719	.584

TABLE 40 - ANALYSIS OF VARIANCE - RELATIONSHIP OF MOTHER'S OCCUPATION TO VOCATIONAL INTERESTS ON PRETEST (EXPERIMENTAL VS. CONTROL GROUP)(N=81)

Variable	Overall Mean	F Value	Prob. of F
Manual Work	24.39	2.819	.044 *
Machine Work	25.90	.495	.691
Personal Services	28.94	.239	.869
Caring for People or Animals	34.43	.483	.699
Clerical Work	31.08	.350	.792
Inspecting and Testing	26.94	1.409	.246
Crafts and Precise Operations	26.25	.971	.587
Customer Services	32.16	.600	.622
Nursing and Related Tech. Serv.	31.49	1.103	.354
Skilled Personal Services	30.96	.373	.776
Training	32.65	1.047	.378
Literary	28.59	1.103	.353
Numerical	29.39	.760	.523
Appraisal	26.40	1.011	.394
Agriculture	23.86	4.309	.008 *
Applied Technology	27.26	2.818	.044 *
Promotion and Communication	29.26	.880	.542
Management and Supervision	29.99	.166	.918
Artistic	31.39	1.019	.390
Sales Representative	28.33	3.506	.019 *
Music	30.76	1.676	.178
Entertainment and Performing Arts	30.76	1.082	.362
Teaching, Counseling and Social W.	31.55	.479	.703
Medical	28.04	.433	.734

*Significant at .05 level.

TABLE 41 - ANALYSIS OF VARIANCE - RELATIONSHIP OF MOTHER'S OCCUPATION TO VOCATIONAL INTERESTS ON POST-TEST (EXPERIMENTAL VS. CONTROL GROUP)(N=81)

Variable	Overall Mean	F Value	Prob. of F
Manual Work	24.16	1.123	.345
Machine Work	25.95	1.102	.354
Personal Services	29.03	.207	.892
Caring for People or Animals	34.03	.185	.906
Clerical Work	31.21	1.206	.313
Inspecting and Testing	27.18	.571	.640
Crafts and Precise Operations	27.03	1.380	.254
Customer Services	32.01	1.003	.398
Nursing and Related Tech. Serv.	31.96	.233	.874
Skilled Personal Services	30.79	.106	.955
Training	31.79	.453	.720
Literary	28.35	.508	.682
Numerical	28.45	.902	.554
Appraisal	27.33	.728	.541
Agriculture	25.24	.816	.509
Applied Technology	28.09	1.170	.327
Promotion and Communication	28.59	.420	.743
Management and Supervision	31.05	.352	.791
Artistic	32.09	.095	.962
Sales Representative	28.53	.125	.944
Music	30.79	.537	.663
Entertainment and Performing Arts	30.80	.368	.779
Teaching, Counseling and Social W.	33.19	1.182	.322
Medical	30.33	.538	.662

TABLE 42 - ANALYSIS OF VARIANCE - RELATIONSHIP OF RURAL/URBAN TO VOCATIONAL INTERESTS ON PRETEST (EXPERIMENTAL VS. CONTROL GROUP)(N=81)

Variable	Overall Mean	F Value	Prob. of F
Manual Work	23.68	.209	.653
Machine Work	25.54	1.527	.218
Personal Services	28.28	1.920	.166
Caring for People or Animals	33.52	1.963	.162
Clerical Work	30.30	1.183	.280
Inspecting and Testing	26.30	.039	.838
Crafts and Precise Operations	26.25	.821	.629
Customer Services	31.68	.559	.537
Nursing and Related Tech. Serv.	31.54	2.326	.127
Skilled Personal Services	30.17	.021	.880
Training	32.26	.000	.985
Literary	27.81	.187	.670
Numerical	29.12	.114	.736
Appraisal	26.23	.002	.963
Agriculture	23.44	.006	.935
Applied Technology	27.27	.599	.553
Promotion and Communication	29.26	1.204	.275
Management and Supervision	30.21	.002	.962
Artistic	31.10	.065	.796
Sales Representative	28.16	.039	.839
Music	30.58	.030	.857
Entertainment and Performing Arts	30.69	.219	.646
Teaching, Counseling and Social W.	31.89	3.026	.082
Medical	27.90	1.809	.179

TABLE 43 - ANALYSIS OF VARIANCE - RELATIONSHIP OF RURAL/URBAN TO VOCATIONAL INTERESTS ON POST-TEST (EXPERIMENTAL VS. CONTROL GROUP)(N=81)

Variance	Overall Mean	F Value	Prob. of F
Manual Work	24.40	.800	.623
Machine Work	26.22	1.132	.291
Personal Services	28.89	.572	.542
Caring for People or Animals	34.27	1.366	.245
Clerical Work	30.75	.983	.675
Inspecting and Testing	27.35	.049	.821
Crafts and Precise Operations	26.93	.666	.578
Customer Services	32.28	.574	.543
Nursing and Related Tech. Serv.	32.14	1.894	.169
Skilled Personal Services	30.79	.001	.971
Training	32.17	.121	.729
Literary	27.81	.142	.709
Numerical	27.94	.340	.568
Appraisal	27.07	1.484	.225
Agriculture	25.43	1.488	.224
Applied Technology	27.22	1.968	.161
Promotion and Communication	28.25	.636	.567
Management and Supervision	31.05	.214	.650
Artistic	31.19	.006	.937
Sales Representative	28.46	.044	.829
Music	31.04	.292	.597
Entertainment and Performing Arts	30.41	.091	.761
Teaching, Counseling and Social W.	32.95	.952	.667
Medical	29.41	.007	.930

IV. DISCUSSION OF FINDINGS

The findings will be discussed according to the project objectives.

Objective 1

Tables 1 and 2 reveal that both groups of students seemed to be highly service-oriented. The categories concerning care for people or animals, nursing, customer services, teaching, counseling, and social work ranked near the top for both groups. Almost as important were the categories of artistic, music, and entertainment and performing arts.

Both groups were least interested in manual work, agriculture, and machine work. Inspection and testing and applied technology were also ranked very low.

The analysis points to a possible need for service-oriented vocational courses for this type of student. It may even suggest that there be opportunities to explore the areas of art, music, and entertainment as vocational possibilities.

Objective 2

Base-line data were gathered from students, teachers, and counselors. It included not only the data gathered with the instruments in Appendices I, II, and III, but also data from the OVIS instrument. This data concerned the occupational and educational plans of students, the best liked subjects, high school programs, post-high school plans, interest in vocational programs and vocational program choice.

Tables 3 - 7 contain information relative to what students indicated concerning their occupational plans. Looking at all the students, the most popular first choice was care of people or animals, followed closely by clerical work. This is generally in line with the indicated interests as measured by OVIS. Caring for people or animals ranked first for both the experimental and control groups. However, measured interest in clerical work ranked lower than anticipated from its standing in overall occupational plans. The most popular second choice

among all students was the crafts category. The measured interest in crafts, from the OVIS, ranked relatively low, even though it seemed to be of interest in terms of occupational plans.

This may be reason to believe that students are unaware, to some extent, of their real interests. It may also be that their perception of various vocational areas are still not extremely clear.

The most often mentioned area for occupational plans by male students was crafts followed by teaching, counseling, and social work. However, no area was indicated by more than a few students as being where his occupational plans were.

Female students had occupational plans which were more closely clustered. Care of people or animals and clerical work were the most often mentioned areas with 24% of the responses for each. Nursing was mentioned by several girls and few other areas received any of the responses. Generally, it seems that females tended to be more alike in terms of occupational plans.

The results of the ANOVA technique was in agreement that the sex of a student was highly related to the measured vocational interests. From the results of the occupational plans survey, it seems that sex is also a major determinant of occupational plans.

Looking now at particular schools, clerical work was the first choice in occupational plans of Bryan Station students. All of this is attributed to females at the school. Crafts, music, and nursing were most often mentioned by Henry Clay students, with only males interested in crafts and only females interested in nursing. Lafayette students planned most often to go into caring for people or animals. Clerical work and teaching, counseling, and social work were areas of indicated plans of Tates Creek students.

An analysis of Tables 8 - 12 reveals that overall, the subject liked best by male students was mathematics. Science was the most often mentioned second

choice, females at Bryan Station rated music as the best liked second choice. English won out at Henry Clay High School and Tates Creek High School. At Lafayette, the most often mentioned second choices were mathematics, English, science, social studies, and music, all with 22% of the responses.

All in all, none of the subjects listed received over 50% of the responses. Looking at totals for the four schools, it seems that Bryan Station, Lafayette, and Tates Creek students were mathematically oriented. The totals for all students indicate that the single best liked subject was mathematics. Henry Clay students liked science best.

There was no statistical treatment which attempted to relate the choice of best liked subjects to vocational interests. Consequently, no conclusions about best liked subject relative to interests can be drawn. However, this is an area where further study would be desirable.

Students were asked to indicate the high school programs in which they were enrolled. The information from Table 13 indicates that approximately 57% of all students were enrolled in vocational-technical or business-commercial programs. Only 9% of the students were enrolled in the college preparatory program.

Breaking these figures down for males and females shows that 59% of the males and 56% of the females were enrolled in vocational-technical or business-commercial programs. Enrollment in the college preparatory program consisted of 13% of the males and 5% of the females.

From Table 14, which yields information about post-high school plans, it can be seen that 13% of the students indicated that they planned to enter a college or university upon graduation from high school. This is a higher percentage than that of enrollment in college preparatory programs. Approximately 46% of the students planned to enter some part of sub-baccalaureate vocational education programs. Another 25% were undecided about their plans. Only 2%

indicated that they had no post-high school plans.

There was no provision for students to indicate that they planned to enter a job upon leaving high school. A portion of the "undecided" students may fall into the category which planned to enter upon a job when they leave school.

Table 15 contains information about the student's interest in vocational programs. About 90% of the students indicated that they were already enrolled in a vocational program or were interested in a vocational program. Only 7% were not interested. When these figures are viewed in light of Tables 13 and 14, it becomes apparent that many more students could be recruited for vocational programs. Certainly the small number who are enrolled in college preparatory courses or who plan to go to a college or university points out a great potential for increasing vocational program enrollments. The 30% who were enrolled in the general program or other non-vocational, non-college preparatory programs are probably not being prepared for entering a job or further training upon leaving high school.

Tables 16 - 20 give information about the first and second choices of vocational programs indicated by students. The most popular first choice was practical nursing, which was also the most popular second choice. This is in line with the selection of care of people or animals as the most popular occupational plan. Virtually all of the responses were from females. Auto body repair received 18% of the responses from males as a first choice. Building trades was the most popular second choice of male students.

Approximately 60% of the males indicated a first choice of vocational programs within the trades and industries grouping. For females, 34% of the first choices were for health occupations programs, 30% were for business and office education programs, and another 10% were for distributive education programs.

These figures are roughly in line with the indicated occupational plans, where males choose crafts as the most popular first choice, and females chose

care of people or animals, clerical work, and nursing as the three most popular occupational plans.

Objective 3

Caring for People or animals was ranked as the number one vocational interest by both groups. Health Occupations programs and Home Economics programs, such as child care, are available in the Lexington area. Home Economics programs are found in all the high schools. Health Occupations programs, such as nurse's aid trining and practical nursing, are offered at the area vocational school, the extension center, and the technical institute.

Customer services ranked in the top five interests for both groups of students. Distributive Education programs are responsible for training in this area. Distributive Education programs are available to students at all high schools as well as the area vocational school. In addition, a program in fashion merchandising is available at a private business school.

Nursing and related technical services was ranked as the number two interest by the Non-COE students and number nine by the COE students. This area of training is also available where health occupations programs are operated.

The category, teaching, counseling, and social work was highly ranked by both groups. This training area is outside the scope of vocational education. However, training in these areas is available at the University of Kentucky and Transylvania University. One exception is training for teaching in some vocational school programs which is available at the technical institute.

The interest area, training, was ranked in the top five by both groups. Specific courses related to this scale are not offered in organized public and private schools in the area. It is possible that preparation for occupations such as horse trainer, flying instructor, dog trainer, and others is available in informal situations. Flying instruction, for instance, is available at two locations in Lexington. Through the successful completion of written examinations

and performance tests, a person can become a qualified flying instructor. It is possible that the numerous horse farms in the area provide informal training in the area of horse training. Although not yet operational, an MDTA program in equine care is being developed in the Lexington Area. All in all, it seems that this is a training area which is not covered by local vocational education programs.

The artistic category was ranked in the top ten by both groups. Again, this is a category which is not covered by formal public or private vocational education programs. It is possible that artistic training is available only through informal channels.

Music was also ranked in the top ten by both groups. Training in the musical field is not available within the scope of sub-baccaulaureate vocational education.

Management and supervision ranked in the top ten for both groups. Training in this area is available, to some extent, within the business and office education courses at the high schools. It is also available at a private business school, at the technical institute, at the area vocational school, and the extension center.

No other areas were ranked in the top ten by both groups. The discussion here has been limited to those training categories which ranked in the top ten for both groups.

Objective 4

The findings from the t-tests on the pretest OVIS scores, experimental group versus control group, point out that the two groups varied significantly on only two of the scales. The level of significance was .05 or above. These were Scale 15, Agriculture, and Scale 21, Music. For Scale 15, the control group was significantly more interested in Agriculture than the experimental group. This finding is borne out by the rank order classification of the variables. Relative

to Scale 21, Music, the control group again rated this occupational category significantly higher than did the experimental group.

These two scales were the only variables where there was a significant difference between the groups.

On the post-test, there were no variables which showed a significant difference between the two groups.

Turning to the analysis of covariance, the findings were that, when using pretest scores as a covariate, the two groups did not vary significantly on the post-test. There were no significant differences on any of the variables.

The results of the Spearman Rank Order Coefficient of Correlation Test supports the previous findings. The correlation between pretest and post-test scores for each of the two groups was .93, a significant positive correlation.

These findings suggest strongly that the two groups had virtually the same vocational interests both before and after the experimental treatment.

Looking now at each group separately, there is still little evidence to suggest that either group changed its interests during the time period. The experimental group changed its interests significantly on only one variable, Scale 15, Agriculture. The members of this group were significantly more interested in Agriculture on the post-test. The control group members did not change their interests in any scale to a significant extent during the period.

Objective 5.

The analysis of variance technique was used to determine if selected student variables were significantly related to student interests.

Pretest. On the pretest, using a level of significance of .05, no significant relationship was found between the school attended by students and their interests as indicated by the 24 OVIS scales. Controlling on family income as a variable of classification, no significant relationship was found between income and interests. Again, no significant relationship was established between

the father's occupation and student interests. The use of the student's type of address, rural or urban, produced similar results.

For the other classification variables, sex, race, job, and mother's occupation, there were significant results on several interest scales. Sex seemed to be related to how a person responded to the following scales:

Manual Work
Machine Work
Caring for People or Animals
Clerical Work
Crafts and Precise Operations
Customer Services
Nursing and Related Technical Services
Skilled Personal Services
Appraisal
Applied Technology

Race appeared to be related to how a person reacted to these occupational groups:

Manual Work
Machine Work
Personal Services
Caring for People or Animals
Clerical Work
Inspecting and Testing
Customer Services
Skilled Personal Services
Training
Literary
Agriculture
Management and Supervision
Entertainment and Performing Arts

Whether or not the student was holding or had held a part-time job apparently was related to the interest in the following scales:

Machine Work
Caring for People or Animals
Crafts and Precise Operations
Appraisal
Applied Technology

The mother's occupational category may be related to the student's interest in these categories:

Manual Work
Agriculture
Sales Representative
Applied Technology

The results on the pretest analysis of variance are interesting, but not wholly unexpected. It is only logical that males and females have different vocational interests, women's liberation not withstanding. The interest scales listed above are those traditionally identified with one or the other of the sexes. It was expected that sex would be very much related to vocational intestests, especially on the pretest.

Race was related to 13 of the 24 OVIS scales. Again, this may be a reflection of traditional values. Some vocations have been more closely associated with members of one racial group than another.

The question of the relationship between having had work experience and vocational interests does not yield clear-cut results. Perhaps, it would have been appropriate to see if the kind of job held was related to interests. The data here simply are an indication that present or past job holders showed significantly more or less interest in the five scales than non-job holders. It is hard to say whether the difference was caused by the fact of having work experience or the type of work experience.

The mother's occupation, used as a classification variable, seemed to be related to interests in three areas. The particular type of student under study has traditionally been under a great deal of maternal influence. It is possible that the type of job held by mothers of disadvantaged students is a causative factor. However, it is impossible to make that assertion in this study. There may, in fact, be some other factor which is operating and which is highly correlated with the variable "Mother's Occupation."

Post-test. The same sort of analyses were run on post-test scores. Again, some variables of classification were not found to be related significantly to interest scores. School attended, family income, father's occupation, mother's

occupation, and whether the student had a rural or urban address were not related to interest scores.

As on the pretest, the variable "sex" seemed to be related to several scales. They were:

Manual Work
Machine Work
Personal Services
Caring for People or Animals
Clerical Work
Crafts and Precise Operations
Customer Services
Nursing and Related Technical Services
Skilled Personal Services
Appraisal
Agriculture
Applied Technology
Management and Supervision
Sales Representative

On the post-test, there were four more OVIS scales which showed significant differences as to the sex of the respondents. This would appear to be saying that, since on the whole, changes which occurred were insignificant, there seems to have been a balancing effect. This is, males who picked up a little interest in one scale were offset by females who lost interest until sex became even more significantly related to interests.

Race, on the post-test, was apparently related to responses on four interest scales, all of which were in the group listed from pretest scores. They were:

Training
Literary
Management and Supervision
Entertainment and Performing Arts

This list is in contrast to the 13 scales which were significantly related to race on the pretest. Part of the change may be related to the effect that the COE class had on student interests. It is possible that ethnic values were replaced as determiners of vocational interests. This is an area which needs to be studied in more depth.

The variable "JOB" was found to have been related to only two interest scales on the post-test. They were:

Caring for People or Animals
Applied Technology

Both of these were included on the list from the pretest. Again, the type of job held may have been an influencing factor which was not accounted for.

It may be dangerous to suggest that a causal relationship exists between selected student variables and vocational interests as measured by the OVIS. This is an extremely interesting area and is worthy of further study, utilizing many more variables and a larger sample of students.

V. CONCLUSIONS AND RECOMMENDATIONS

The conclusions reached and recommendations advanced are dealt with in order of the objectives they relate to. It must be kept in mind that the conclusions reached and recommendations made concern only the population studied, that is, 10th grade disadvantaged students in Fayette County. Only to the extent that these students are representatives of all disadvantaged 10th grade students can generalizations be made.

Objective 1

It has been concluded that the students in the population under study are service-oriented. Both the experimental and control groups indicated that their vocational interests lie largely in service occupations.. It is recommended that those responsible for planning educational programs for this type student pay close attention to these interest areas. Pershaps a study of employment opportunities in service occupations should be undertaken. If both interests and opportunities match, students should be guided into these areas.

In addition, the high interest shown in Music, Artistic, Training, and Entertaining and Performing Arts may be a signal for some very innovative vocational programs. These may be areas where new and emerging occupations will develop.

Objective 2

The data about the high school programs in which students were enrolled and their post-high school plans had some interesting aspects. Only 9% of the students were enrolled in the college preparatory program and only 13% had plans to go on to a college or university. On the other hand, only 57% were enrolled in vocational-technical or business-commercial programs. That leaves approximately 18% of the students in the general program, which has been characterized as preparing students for nothing. In terms of post-high school plans, 27% of the students had no plans or were undecided.

In terms of indicated interest in vocational programs, only 8% of the students indicated that they were not enrolled or interested. It can be concluded that interest in vocational programs is high but that a significant number of students need guidance in order to help them enter a program which suits their interests, needs, and abilities.

The experiences connected with the use of the OVIS instrument lead to a recommendation that the instrument be used with all students in this population. It can provide a tremendous amount of information to counselors and students concerning the vocational interest of students.

Objective 3

It is concluded that the Lexington area offers fairly adequate vocational education programs to suit the interests of this type of student. However, some areas of high interest, such as Training, Artistic , and Music were not covered. It is recommended that further study be done to ascertain what, if any, training programs in these areas could and/or should be operated. This study should include a broader measurement of interest as well as employment opportunities in the area.

Objective 4

It is concluded that the COE program had no significant effect in altering the vocational interests of 10th grade, disadvantaged students as measured by the OVIS. This may have been because the students had already solidified their interests. It may have been because the COE experience was closely related to their interests and students were not exposed to vocational experiences outside their interest areas. Or there may have been some uncontrolled factors operating of which the researchers were unaware.

It is not the place of vocational educators to mold interests so much as it is to give students the chance to develop interests on their own. It is recommended that increased efforts be made to allow students to explore many

vocational areas. It is the job of educators to provide relevant experiences and information and an atmosphere where realistic career decisions can be made. It is then their task to help students prepare for entering their chosen careers.

Objective 5

It was concluded that, relative to measured interests, it made no difference which school the students attended, what the family income level was, where the student lived, or what his father's occupation was. On the surface, it could be concluded that a student's sex, race, work experience, or mother's occupation did make a difference. However, where these factors seemed to be related to one group of variables on the pretest, they were likely to be related to other variables, or more variables, or less variables on the post-test.

It is recommended that this idea that student variables may have a causal relationship to interests to be studied further. Such further studies should center on many more variables, with stricter controls, and more sophisticated analytical techniques.

APPENDED ITEMS

APPENDIX I

FAYETTE COUNTY - OVIS PROJECT

Student Inventory - Counselor Form

Name:_____ School:_____

Age(at time of testing):_____years _____months

Sex: Check one _____Male _____Female

Race: Check one _____Negro _____Caucasion

I.Q.: Score _____ Instrument Used: Write in _____

Aptitude: DAT Battery Scores

Spatial _____ Mechanical _____ Clerical_____

Education of Parents: Circle Highest Grade Completed.

Father	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Mother	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Elementary						Jr. High			High School			College or Post-secondary			

Grade Point Average: Cumulative for 1st, 2nd, and 3rd quarters. _____

Attendance: Number of absences during this year. _____

APPENDIX II

FAYETTE COUNTY - OVIS PROJECT

Student Inventory - Teacher Form

Name:_____ School:_____

Address: Check one _____Rural _____Urban

Number of children in family: _____

Parents at home: Check ones which apply

Father _____ Mother _____ Both _____

Part-time job: Check one

Is holding or has held job? _____yes _____no

Occupation of parents: Write in.

Father's Occupation _____
Mother's Occupation _____

Family's Yearly Income: Check one

Less than $2,000 _____
$2,001 to $4,000 _____
$4,001 to $6,000 _____
$6,001 to $8,000 _____
$8,001 to $10,000 _____
Above $10,000 _____

Participation in Extracurricular Activities:

Write in number of activities _____

Number of home addresses in last two years: Write in number _____

APPENDIX III

TEACHER RATING FORM

Student:_____

Please give us your personal feelings about how the student rates on the following scales. Place a check mark by the phrase which you think applies.

1. Participation in discussion
   - ___1.1 Always involved
   - ___1.2 Usually participates
   - ___1.3 Sometimes participates
   - ___1.4 Seldom participates
   - ___1.5 Never participates

2. Work habits
   - ___2.1 Excellent
   - ___2.2 Better than average
   - ___2.3 Average work habits
   - ___2.4 Less than average
   - ___2.5 Extremely poor

3. Independent study
   - ___3.1 Works excellently on his own
   - ___3.2 Works well on his own
   - ___3.3 Does average independent work
   - ___3.4 Does below average independent work
   - ___3.5 Does very poor independent work

4. Classroom behavior
   - ___4.1 Behaves extremely well in class
   - ___4.2 Is generally well behaved
   - ___4.3 Behavior in class about average
   - ___4.4 Often causes disruptions
   - ___4.5 Definite behavior problem

5. Evenness of performance
   - ___5.1 Is exceptionally consistent in performance
   - ___5.2 Is even in performance, varies little
   - ___5.3 Performance fluctuates, varies one grade either way
   - ___5.4 Performance uneven, varies two grades either way
   - ___5.5 Erratic performance, varies greatly

6. Overall ability
   - ___6.1 Overall ability to do work is excellent
   - ___6.2 Good overall ability
   - ___6.3 Average ability
   - ___6.4 Below average ability
   - ___6.5 Unable to do work

7. General attitude toward class work
   - ___7.1 Excellent attitude
   - ___7.2 Attitude is good
   - ___7.3 Average attitude
   - ___7.4 Poor attitude
   - ___7.5 Extremely poor attitude

APPENDIX IV

EXAMPLE OF STUDENT PROFILE SHEET

Student Number 01 School Bryan Station Senior

Age: 15 Years 5 Months Sex: ___M X F Race: X Negro ___Caucasion

Address: ___Rural X Urban

Children in Family: 9

Parents at home: ___Father ___Mother X Both

Is holding or has held job: X Yes ___No

Father's Occupation: Salesman

Mother's Occupation: Nurse Aide

Family Income: ___$2,000, ___$2,001-$4,000, X $4,001-$6,000,
___$6,001-8,000, ___$8,000-$10,000, ___Over $10,000

No. of Extracurricular Activities: 1

No. of Home Addresses in last two years: 1

IQ: 93 DAT Scores: Spatial 25%, Mechanical 15%, Clerical 90%

Parents Education: Father 10 Mother 12

Teacher Rating: 1.8

No. of Absences: 5

G.P.A. 2.5

Occupational Plans: First Choice Medical

Second Choice Care People-Anim.

Best Liked Subjects: First Choice Mathematics

Second Choice English

High School Program Other

Post-High School Plans College-University

Interest in Vocational Programs Interested

Vocational Program Choice: First Practical Nursing

Second Dental/Medical Assistant

APPENDIX V

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